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School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION

In This Issue:

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the Democratic Framework**—*Punke*
- ★ **More Adequate Personnel
Administration Is Imperative**—*Reller*
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Is More Economical?**—*Pope*
- ★ **A Rare Gift to a Rural Community**—*Creasy*



VOLUME 121, NUMBER 2

AUGUST, 1950



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A Periodical of School Administration

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The contents of this issue are listed in the "Education Index."



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THE AMERICAN School Board Journal

Volume 121, No. 2

AUGUST, 1950

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A Continuing Citizens' Responsibility —

The Legislative Process Within the Democratic Framework *Harold H. Punke**

Autocratic rulers have criticized democracies for slowness in arriving at decisions, and have referred to democratic legislative bodies as debating societies engaging in long drawn-out argument with no sense of compulsion to arrive at a decision on which to base action. Long and detailed debate, dictators maintain, consumes time and energy that should be used for action — and may keep a nation drifting when there is national peril.

1. Educational Function of Democratic Legislative Procedures

The process of arriving at a decision through democratic legislative debate ordinarily takes longer than for a dictator to make up his mind. This is partly because in a democracy the legislative process is an educational process. Through formal hearings and debate, members of the legislative body educate one another. They also educate a large segment of the general public who follow the debates as reported by radio, newspapers and weekly or monthly journals. It may be assumed that a dictator has several technical advisers and counselors as do leaders in democratic society. However, the securing of technical information and advice is not a particularly time consuming process. In a democracy more time is likely to be consumed in getting this information before the legislative group and before the people generally through public hearings. Hearings may sometimes be long and drawn out because members of a hearing committee wish to bring forth evidence that supports a point which they favor rather than to bring out all pertinent evidence on both sides of the issue in question. The success of such effort is often mediocre — it may even boomerang to injure the questioners. But the point here is that the process of bringing out and discussing the evidence — a process which the constituents of many legislators follow and which results in their pressure

on him regarding legislative proposals — is a time consuming process of popular education. Such educational procedures are essential for a democratic society but are not recognized as important for dictators.

The net gain by the democratic educational process is that the people know more about the action taken by public officials and can develop loyal and intelligent support for that action. An understanding loyalty to the action of a legislative body, in contrast with emotionalized faith in the insight of a leader, is particularly important when marked sacrifice is demanded of the individual citizen or when there is doubt regarding the prospective success of the program undertaken. People who blindly follow one leader who has proved unable to achieve the promised results, are likely through revolution or otherwise to turn just as blindly to some other leader who claims to have a new panacea for their ills.

The foregoing remarks concerning the responsibility for popular education which inheres in the democratic legislative process, do not overlook the filibuster — as a challenge to the continuance of democratic government. The filibuster here is referred to as the procedure by which a few members of a legislative body continue to restate their ideas on an issue, or to talk about irrelevant subjects, as a means of preventing an issue from coming to a vote. Through the filibuster, which is often defended as part of a basic system that protects the right and need for unlimited debate so every legislator can freely express himself on any issue, a small group can prevent all other members from recording their decisions through a vote. Hence an aspect of our governmental framework which was intended to insure democratic legislative processes, is perverted into an instrument of corruption for defeating such processes. The emergence of the filibuster is a challenge regarding the professed social ideals and the legislative

imagination of the American people — and of the representatives whom they elect to legislative bodies. History seems to indicate that any form of government which is unable to devise means of providing for its own effective operation will eventually be displaced by some other form.

2. Compromise as Essential to the Democratic Process

The laws which emerge from free legislative debate are practically always compromises. The system which provides for debate and which results in compromise recognizes that the persons on either side of an issue do not have all of the ideas or information that should be considered. Through hearing the views of others, presented in open forum where they are available to the general public — including the constituents to whom a legislator is directly accountable — legislators frequently modify the proposals which they support. There are probably two major reasons for modification. Under such conditions many legislators become less convinced than before that their own views are sound or adequate. Moreover, several legislators as operating politicians become convinced that if they succeed in getting a bill enacted which embodies any of the provisions that they desire, the original bill will have to be modified a great deal. The realistic situation then becomes one of "preferring a half loaf to nothing." Hence the democratic legislative process is basically a process of education and compromise.

3. Relationship of Legislator and Administrator

In many instances only a small part of this process takes place in legislative halls. Since history never exactly repeats itself, no rule-of-thumb application of a precedent is ever entirely adequate. The natural sciences are concerned with happenings which can be made to recur in much more

*Professor of Education, Auburn, Ala.

nearly the same form than events in the social sciences. In social regulation the development of a new rule to govern the new situation is a legislative responsibility. However from the practical standpoint it is necessary for a legislative body to finish its work on a particular piece of legislation so that it can be voted upon and either put into operation or defeated. Minor adjustments and fitting the rule to varying situations are problems for the administrator. Accordingly there is no hard line between the legislative and the administrative functions. Since it is the function of the administrator to carry out the intent of the law as he sees it, it is necessary for him to project meanings beyond the formal statement of the law. Through improvising for each case that arises, he is able to fill the gap between the formal statement of the law and the practical situation at hand. The compromiser and the practical improviser seem primarily responsible for the fairly stable and persistent aspects of the civic environment which the state provides — in contrast with the political leader and reform theorist who supply the imagination for broad-scale changes in the architecture of government.

Through the educational aspect of the legislative process it is possible for the people to become informed concerning the issues before a legislative body, as well as concerning the groups who support and those who oppose specific measures. This process constitutes one avenue through which the democratic state fulfills its responsibility to the citizen of making clear to him the meaning of group action of the type considered, as well as the social implications of his own action. Another avenue for fulfilling these responsibilities relates to the maintenance of public schools through which youth have free access to all types of existing information, and which develop in the individual the capacity to judge for himself the directions in which his own long-range interests lie and the ways in which he can best foster those interests, working individually or as a member of various groups. Further avenues relate to freedom of speech and assemblage and to freedom of the press.

After a law is enacted it becomes a guide for subsequent action, thus acting as a creative force in social evolution. How effective a creator it will be depends in part on the nature and extent of the debate and educative process which accompanied its enactment. In many instances, theoretically formulated principles probably seem impossible to the administrative official who lives a life of daily adjustment and improvisation rather than a life of rule or pattern. In the legislative process as elsewhere it must be recognized that the facts of the concrete situation precede the reasoning which leads to formulating a governing rule or principle — in this case the legislative proposal. Reasoning toward a general statement of principle is an effort

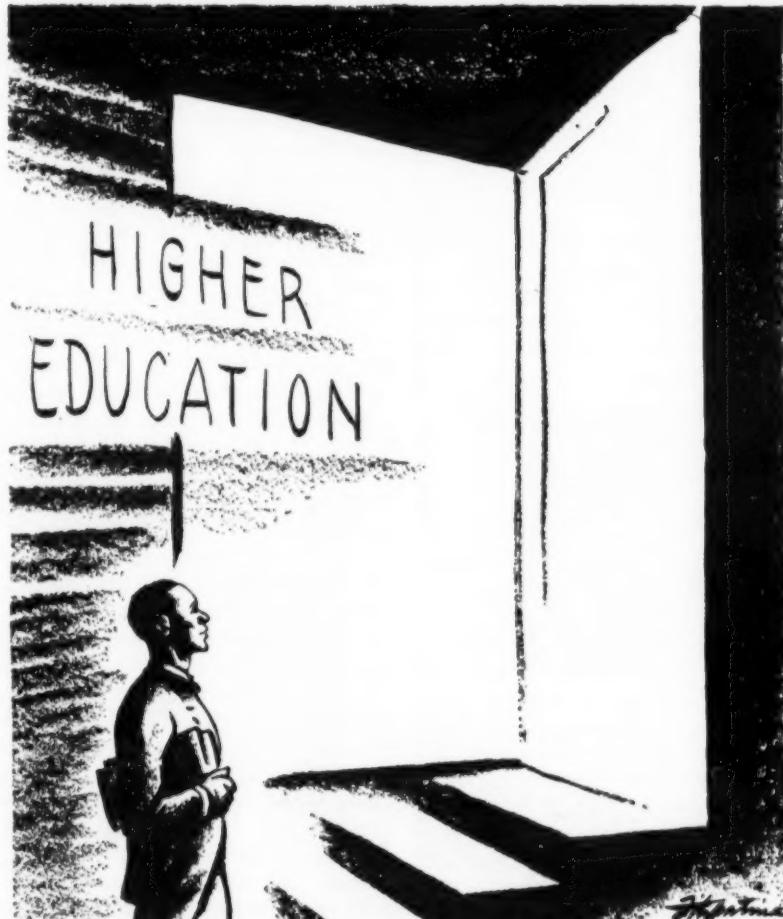
to explain existing facts, and the legislative proposal is an effort to modify the environment so that the facts will be different in the future. Important among the facts to be considered are facts concerning the willingness of the people to undergo whatever sacrifice may be necessary to modify the environment as proposed.

Behind the practice of free debate and open hearing in the democratic legislative process is the assumption that all conflicts of interest can be resolved through compromise to an agreeable solution. The reaching of an agreement is a creative process. Something new comes into existence out of elements that existed before. Very seldom, however, does this process incorporate all of the elements which conflicting groups bring to the legislative or compromise situation. In the process of debate and exploration each side to the conflict probably finds certain elements irrelevant which it previously thought were essential. Each side may also find some of the elements which it regards as most fundamental to be unacceptable to its opponents. At this point the legislative process might be likened to making a bust from a block of marble. A great deal of

the original material is chipped away before the work is finished — if major blunders are made the whole undertaking may have to be abandoned.

4. Corruptions That Develop

Alert students will recognize that barnacles and other obstructions to the democratic process tend to accumulate on the legislative side of the ship of state — as the legislative process has been characterized here. One of the most important present-day accumulations of this kind consists of lobby groups. Filibuster precedent and practice constitutes another such accumulation. Slavish adherence to the length of time a legislator has been in office as a basis for selecting committee chairmen, the seniority rule, is a third accumulation. If the legislative process performs the functions which are demanded of it by a vigorous democratic society, legislative bodies must include persons with sufficient integrity of purpose and sufficient creative imagination to devise ways of keeping the process free from such obstruction. It is clear that the voters have a continuing responsibility in this connection.



Missouri implements democracy by making all educational institutions available to Negro students. — St. Louis Post Dispatch.

More Adequate Personnel

Administration Is Imperative *Theodore L. Reller**

In the field of school administration, attention has been given to personnel administration for some decades. In this area we have considered problems of employment and placement; in-service education; tenure; salaries and salary schedules or guides; promotion; retirement and other problems related to welfare; the married woman and home talent. All of these and other specifics which might be mentioned are essential parts of a program of administration designed to care for these phases of the service which most directly impinge on personnel. There is probably an advantage in classifying and studying them in categories such as these. However, from the point of view of the administrator the personnel problem may be more effectively stated from another approach. I believe that many administrators see that their major challenge is *how to secure the co-operation of people in attaining the collective purpose of the enterprise*. They wonder how they may "touch the deep levels of human motive and stir people to a mobilization of common effort to a degree they may not have realized they were capable of."¹

It might well be asked why this problem is more acute than formerly. Why does it take an increasing per cent of the time and energy of the administrator? There are, of course, many reasons, but the following few are offered as suggestive. It should be noted that these generalizations may not have much significance for some situations. One of the things we know about morale is that there is no specific set of factors which explain it in various situations. Serious work regarding it, therefore, has to be done in the situation under consideration. Various combinations of factors produce widely varying results. Bearing this in mind the following points are offered:

1. The nature of the educational organization and our concept of what constitutes sound education have increased the problem. We no longer accept the view that the teacher should largely follow detailed instructions. We emphasize the need of respecting each individual. We work toward more complex objectives and recognize more fully that their attainment is not unrelated to the organization of the professional staff. We insist that the

*Professor of Education, University of California, Berkeley.

¹Tead, Ordway, "The Importance of Administration in International Action," p. 30; in *International Conciliation*, Jan., 1945, No. 7; Carnegie Endowment for International Peace, N. Y.

teacher be far better prepared than formerly and in some instances we do not give the teacher the opportunity to function at a level comparable to his educational achievement. The growing complexity of the educational enterprise and the growing responsibility of the individual teacher—which responsibility he may not have had adequate preparation for meeting—may add to the feeling of insecurity of the teacher. Perhaps we have not recognized sufficiently the fact that to live in change, in light of reason, and to live democratically is exceedingly difficult compared to living in accord with tradition and an authoritarian discipline.

Present Strains and Stresses

2. The society is characterized by stress, strain, and by uncertainty which is disturbing many individuals. The struggles for power within our society, the remembrance of the economic depression, the feelings of frustration and inability to know what is ahead because of the rapid shift of events, the dread of events such as war and yet the feeling of being unable to influence them effectively, and other factors produce a climate which inevitably influences all people and especially those involved in a major public institution. Many of the old concepts of control are gone. Man has sought to accept responsibility for his own destiny. But he has found that the responsibility is one he is scarcely prepared to exercise. His experience has been too limited. His knowledge is insufficient. He does not have the feelings that he can control himself. Under these conditions to achieve the essential degree of security and satisfaction is extremely difficult.

3. Teachers have been greatly disturbed by the public attitudes or imagined public attitudes toward them. They see salaries as an evidence of these attitudes. In some instances they have been more upset by the psychological implications of the salary than by the salary itself. In other cases it has been both the salary and its implications—its relative place among the salary levels of other workers. It should be noted that community attitudes as exemplified in matters other than in relation to salary may be more significant than those related to it. Participation in many activities has been expected or perhaps not expected. The teacher has been seen too much as one apart from the remainder of the people. He has not belonged.

4. Inadequate security, or feeling of insecurity, has characterized the teacher. This insecurity may be in relation to any of a number of groups. It may be in relation to fellow teachers because of the competitive relationship. It may be in relation to the administrators who in some instances have not seen the need of teachers for security or have not known how to contribute to it. In some instances it results from the failure of citizens to want the school to seek the truth which to the teacher may be of great significance. Some citizens are ready, almost eager, to secure unfavorable reports on teachers and to put pressure on them. Past attacks and dismissals have had their effect. Financial insecurity is also a phase of this problem. It must be recognized that mental courage—of which a teacher needs much—is more scarce and more demanding of the nervous system than is physical courage. The proper degree of security is imperative if effective teaching is to be done.

Failure in Understanding of Human Relations

5. In many of our institutions, including some schools, there is an appalling lack of knowledge and understanding of human beings. Schools have been small, simple institutions with rapid turnover of staff. The frustrated individual is supposed to have left teaching for other fields—if he did not leave voluntarily, it was easy to discharge him. Personnel problems were "solved" through separation. School administrators, because of the public attitude toward individuals in our society, felt no need of devoting any considerable energy to the study of human relations as involved in the staff. While easy separation is no longer acceptable to us as a people and while we do not regard it as the solution of the problem, we have not as yet developed the staff or knowledge or techniques to make an effective attack upon the human relations problem of the staff.

6. The background and thinking of teachers which have resulted in their failure to practice the essential degree of individual subordination to group aims and loyalty to group purpose have placed a strain upon teachers. They have in many cases been drawn from the lower middle economic and social strata. In many cases their background is rural. They have carried on as individuals and have been proud of their individualism. The very nature of much of their work stimulates the devel-

opment of a type of individualism. Then, too, the traditional practice of boards of education to bargain with them individually and to discharge them at will without reason, has emphasized the fact that they have stood alone. Some have sought salary increases alone. This failure to develop a group consciousness and sense of responsibility has encouraged the development of cliques, of petty selfishness on the part of a few, and above all has contributed to insecurity through lack of confidence in associates. It has also made it possible for the frustrated and less fit in some instances to rise to positions of "leadership" in organizations. Others simply have not bothered — they have insufficiently valued an adequate organization of the group.

7. Inadequate satisfaction (sense of being valued) have been afforded. Administrators have not in a sufficient number of cases given the teachers the feeling that their ideas and suggestions were truly wanted. The teacher has not developed new goals to challenge his efforts. Rather in too many cases he has gone along on a rather dead level with inadequate facilities and opportunities to grow and achieve. The ceiling (not only in salary) has been too near the floor. Perhaps a major factor in this matter has been the lack of leaders characterized by psychological insight, spiritual sensibility, and ability to act in the light of said insight and sensibility.

8. Physical conditions have been inadequately considered or provided for. The class size has been too large in many instances in terms of the nervous strain involved in teaching. Extra teaching activities may be assumed in too great a measure. Community demands may be met but at the expense of the essential reserves of the well person. Outside work to supplement income results in the long run in physical exhaustion. Participation in recreation has been insufficient. When meeting with teachers one frequently encounters a tired state and too little creativity and freshness. Teaching is exhausting under most circumstances. In some instances conditions have been such that in self-defense the individual must oppose educationally desirable change.

Approaches to Solving Problem

If it is agreed that the problem of energizing the staff so that it can more effectively stimulate young people in the achievement of the objectives is a large and difficult one, and that the behavior of the staff is caused, it may well be asked whether there is a hopeful approach to this situation. The following are suggested as significant elements of any attack upon it.

1. Facts must be ascertained. This must be recognized as an exceedingly difficult problem. In any disagreement (or failure to act vigorously and co-operatively) and especially in one involving personnel (or personalities) there are likely to be many

emotionalized views which are not factual. Many views may be expressed to the administrator and many are expressed about the administration which are not fact. There may even be people involved who appear to enjoy distortion of fact. If all recognize that facts must be uncovered regardless of their tastefulness, a first step toward the solution of the personnel problem will have been taken. In this process it should be recognized that the determination of opinions held is important however unsound the opinions. For it is true that many unsound views, based upon distortions of fact may exist. If so, the more quickly they are recognized and destroyed through the application of intelligence the better. It must also be recognized that the sentiments of administrator and teacher are important elements in the solution. They may be expressed casually or may not be openly expressed — but they are powerful controllers of human action. The approach or view of the administrator may cause the teacher to freeze and not reveal his sentiments. The administrator then continues ignorant of the facts in the situation. In the search for attitudes or sentiments, attention must be given to those which characterize the group as well as those pertaining to individuals, for group controls may be very compelling.

2. Association and communication must be understood and highly valued. Association must be understood as more than meeting. It involves mutual acceptance and understanding. It involves getting truly into the problems of the teacher and ad-

ministrator and seeing them through each other's glasses. It requires joint attack upon a problem — attack which can be made only when both parties are thoroughly familiar with the issues. It may involve some common experiencing. Similarly, communication must be understood as being much more than a common vocabulary or language. If it is to take place, there must be understanding of and mutual respect for the difference in attitude, experience, and sentiment of the respective parties and there must be mutual desire to achieve communication. There must be a democratic climate which gives to each party a feeling of security. There must be sincere desire on the part of each to reach a fair settlement. Each must recognize this desire on the part of the other. Communication can take place only where human values are held to the forefront. Communication is one of the most necessary and one of the least achieved skills in administration. It is especially of great significance in educational administration — since the basic purpose of the educational enterprise is the advancement of human values. Unless men are free to communicate, there is little likelihood that a high order of administration has been or can be attained.

3. Involvement must be recognized as superior technique and should be employed in many more instances. Association and communication may readily lead to a co-operative or joint attack upon a problem. When a common effort is made to solve a common problem, it can be recognized that



The board of education of the San Diego, California, schools was given strong support in fourteen huge billboards placed on busy intersections and main thoroughfares of the city. The billboards, which were on view thirty days, were a contribution of the public-spirited firm of Foster and Kleiser, outdoor advertising.

San Diego. Photo courtesy Foster and Kleiser.

involvement has occurred. It is now no longer the problem of one or the other but of both. This is of significance not only because of the higher level of understanding which is an essential base of it but also because of the attitude which results from the recognition that it is possible to influence and even participate freely in the determination of a plan for meeting an issue. In recent years, teachers have come to have a more significant role in the development of salary policies in some school systems. They have become involved. It is possible for them to become involved in a wide variety of areas such as teacher education (pre-service and in-service), policy determination regarding the organization and administration of the school, public relations, the selection of staff, the program of instruction, and buildings, equipment, and supplies. Only when people become involved (somewhat emotionalized) will they serve beyond the minimum, that is, beyond meeting the minimum demands or requirements of the situation. And only when they serve beyond the minimum are they likely to contribute in a highly effective manner and to derive genuine satisfactions from their work. For satisfactions come from meeting the challenge of the situation rather than from perfunctorily meeting demands or minimum requirements.

Better Ability Needed for Personnel Administration

4. Responsibility for personnel administration must be fixed and competency in it developed. If the problem of personnel administration is going to be attacked effectively, if facts are to be obtained, if opinions are to be determined, if the amount of involvement is to be determined and expanded, someone must be given the responsibility for study and leadership in this area. Perhaps more than any other person in the system the person having responsibility in this field should be a staff rather than a line administrative officer. He needs to be able to go freely anywhere in the system and to have the confidence of all groups. Any and all groups or individuals should feel free to consult with him. His goal should be good personnel relationships which insure the maximum participation and contribution of all in the enterprise. He cannot afford to be a spokesman for the administration any more than for any other party in the enterprise. The administrator should understand that this personnel officer can make the largest contribution not by serving the administration as a line officer but by bringing facts to light and by insuring cooperative attack upon problems. It must, therefore, encourage him to carry on in accord with sound principles of personnel relationship even though at times it might appear in the immediate situation to be more pleasant to have him follow or ac-

cept an administrative position. In light of the nature of the work which the personnel administrator would engage in, it should be clear that the chief administrator of a small system (if he could not employ a person in the field of personnel administration) would find this one of his most difficult areas of leadership. It might even be questioned whether most administrators could take leadership in critically exploring the field of personnel relationships. Many of those who are under the administrator in the line would find it extremely difficult to regard him as he should be regarded in a staff role. It is conceivable, therefore, that several smaller communities might better employ a personnel consultant together and thus receive the essential service. It should also be clear that today there are few individuals available who have high competency in the area under

consideration. However, if cities were to recognize the significance of the work, if they created the position and searched for people with the essential background of philosophy, psychology, and related knowledges and skills, who have knowledge of personnel work in other areas, who have essential personality qualities, men of high competency to serve in this area would develop. Through this step it is believed that the return for every dollar invested in education could be significantly increased. Unless some such step is taken, the return will decline in many situations for more and more of the administrator's time and energy will be consumed in meeting the day to day problems and pressures which grow out of the failure to meet the problem positively and constructively — in light of our growing knowledge of human relationships.

Democracy Begins at Home

Chester C. Diettert*

When we throw justice out the window with even a minor injustice to one of our fellow men, democracy has been hurt and we have become its enemy. When we use Gestapo methods in leveling general accusations against some of our citizens without giving consideration to their rights, privileges, immunities, and conditions, we are putting them into mental concentration camps just as surely as the Russians and Nazis placed people into physical concentration camps without due process of law. When, in our deliberative boards or policy-making groups, we permit a minority or even a single dictatorial talker to cudgel other members into conformity, we are setting up a little Hitler or a little Stalin and are throwing democracy out the window. Nothing could be more un-American. It is on these local community levels that the danger of communism and fascism begins, not on the usually supposed national level.

When we lack mercy in dealing with our fellow men, even though we may be able to hide behind the cloak of legality, we cannot right the wrong. There is no better formula for the solution of our community problems than mercy, forgiveness, and co-operation. There is no substitute for these that will work democratically.

When we show lack of appreciation for the services of our fellow men to our community, we are slapping down the ideal of service and are encouraging an attitude of

"everyone for himself," or "let everyone look out for his own affairs, its no concern of ours." "Am I my brother's keeper?" This attitude is the beginning of the breakdown of democracy and community co-operation and improvement.

Democracy has always emphasized the individual, his rights, privileges, duties, and immunities. When we disregard these fundamental ideals in our community activities we have started on the road to totalitarianism. And the little Hitlers and little Stalins in the local community who insist by word and deed that they are the interpreters of the popular will and who assume that they know what is best for the individuals in the community, are in reality the enemies of the improvement of the community upon a democratic basis. They are the leaders in the break for totalitarianism, whether communistic or fascistic in nature. Such individuals, when members of our community committees or policy making boards, will violate legal procedures to secure their ends. Legal protection of the individual stands in their way, and they will avoid it or ignore it even if it is called to their attention. They do not consider a situation upon the basis of merits nor will they counsel with open minds. Consequently, their conclusions and decisions will not be without prejudice, and may even be tinged with malice, or political advantage.

We need to guard democracy at home, at the community level. We need to emphasize the protection of the individual against local usurpers or dictators.

*Principal, Kankakee Township School, Tefft, Ind.

Art an Indispensable School Subject

Margaret Brine*

It was on a train traveling from Madrid to Merida that I listened through the long night to the animated conversation of a young Spanish soldier, a small town clerk, and a director of a museum. As the train bumped painfully along the rough roadbed which led across the wide plain of Castile the little group in the dimly lighted compartment discussed hour after hour the art treasures of Spain.

From the enthusiasm of the voices it was difficult to believe that the three travelers were only weighing pro and con the evidence accumulated as to the age of the prehistoric wall paintings of the Cave of Altamira or the source of influence as expressed in the romanesque capitals of the cloister of Santo Domingo de Silos.

To the eavesdropper it was clear that the interest of this little group in the art of the homeland was as natural as is the interest of an American in the seasonal scores of the Yankees and the Dodgers. Knowledge such as theirs must have been the result of years of observation and absorption rather than information gathered from a few superficial art courses. It was not an isolated interest; rather it appeared to be woven into the life stream, yes, it had become an integral part of the personality.

Indispensable to Decent Society

This interest in art is desirable; it is a need generally recognized by all educators, and the question that confronts us is: Are we giving our public school child full advantage of a well-formulated art program? Are we convincing our public school child that art can be exciting, it can be satisfying, it can be worth while?

Art is a language for the timid, an outlet for the sensitive, a fulfillment for the creative. Art is a great expander and enricher. "It is indispensable to decent society and living," said Dr. Harold Rugg.¹

Surely, if art is all of this it is worthy of our serious consideration, and fortunately today it is receiving far more attention in the program of American education than it has at any time. This is as it should be, for never in the history of our country have such vast numbers of people found it possible to buy goods, own homes, and aid in community planning. Their aesthetic judgment, discriminating or vulgar, will stand as a record of our times.

No longer do we look on art merely as

*Cambridge, Mass.

¹New York Times, June 28, 1949.



The Art Class Usually is the Happiest Hour of the Day.

a development of professional skill, or do we consider drawing as the only form of art, for it is now generally accepted that the art experience in its broadest terms leads to the development of a well-rounded personality and thereby assists the child to make an easier adjustment to his environment.

Five Fundamental Questions

Yes, art is an educative process and it is "the product of a spontaneous instinct like love and it ought to be cultivated like friendship," says Jacques Maritain.² To cultivate this instinct entails serious responsibilities for the educator. He must consider:

1. How is the art program to function?
2. Will it be conducted in the home room or an art room?
3. Who will conduct the art class, the home room teacher or an art teacher?
4. Is the program applied to the needs of the child?
5. Is the budget sufficiently elastic to allow for variations?

These questions must be faced and solved in the light of the child before there can be a successful art program. Let us consider them briefly.

As art has always been an essential part of living it should not be left as an isolated subject, rather it should be integrated into natural child experiences. As

such it can be a means of enriching and vitalizing all school subjects, and in this role it has become a tool for teachers who wish to add colorful experiences to a subject. But there is grave danger that art in this representative form can be overdone; it must be handled wisely and in an inspiring way.

There is the purely creative art expression which is the most rewarding for the child, and for this phase of art an art room is a "must." There should be a place set apart in the school building where the child can carry on in an atmosphere congenial to creative expression, a room which satisfies all the dictates of good taste and at the same time provides ample facilities for work. There should be a variety of equipment in such materials as paint, clay, crayons, wood, and paper which would invite exploration and stimulate the imagination.

Contribution of the Teacher

Should the home room teacher be responsible for the art expression of her class? This can only be answered after knowing the home room teacher. There are multitudes of gifted teachers who themselves have tasted the joy of creative expression, and they look forward to the period in the week's program when together teacher and child share freedom of expression.

The contribution of a true art teacher is of inestimable value. A creative art

²Maritain, Jacques, *Art and Scholasticism*, Sheed & Ward, 1946.

teacher who through her training and experience has "walked with beauty" becomes a font of knowledge and inspiration for the school. She holds the key which readily unlocks the door to the inner life of the child, and she knows the secret of inspiring her group with a desire to express those inner thoughts and feelings. She looks for eagerness to work, joy in results, individuality of expression, and growth in personality. She will be watchful that the child grows in mastery of skills and technique, for this is a true indication that there is growth in creative power.

Too long has the art program been looked upon as a pleasant pastime when pretty decorative things are made. It is time that we face it seriously and place value on the educative process that takes place in the happy union of mind, soul, and body in an atmosphere where conditions are favorable for growth and where there is a sympathetic understanding and wise guidance.

Reaching Into the Home

The influence of a good art teacher reaches far beyond the school and into the home. One teacher tells of a mother who came in search of the teacher who "planted the seed of interest for Jane in design" for she said, "everyone in the home has gone *design mad* and at night after dinner we compete to see who makes the best design." In the home of Susan it was evident that a sympathetic interest had been

shown in her work for one day when she was swishing about in paint she turned a beaming face to her teacher and said, "Isn't this fancy, my father will be just crazy about it."

It is well to have this interest reach into the home, for during the non-school hours too many children are surrounded not only with mediocrity but with ugliness. The average child today drifts from movies to comics, from comics to television. Comic books are the greatest of these evils for as Angelo Patri says "they leave a trail of ugliness, ugliness of line and color, ugliness of thought and feeling, ugliness of material."

It is possible that the personality of an inspiring teacher will have an influence for forming the taste of the child so that he can even "see beauty in ordinary things." After all, if the child is never shown the good, how can he like the good? If the parent neglects this task, the teacher has the privilege of leading the child "down the road to beauty."

How many adults have been heard to say "I don't know a thing about art, I

Making things to "Take Home" and Use.

can't even draw a straight line." Little do those adults realize that the reason for their shortcoming is that they did not have the opportunity at an early age to use art as an outlet for their ideas. As has been stated all children are gifted with creative ability, but it must be brought out and brought out at an early age before the child becomes the victim of inhibitions. Otherwise, creative expression will be difficult for him and he will shun any activity that calls for this creative expression.

All Children Need Art

The private school has long recognized this art need and has adjusted its program so that art becomes part of the life of the child. The public school child must not be neglected; he is entitled to all the advantages education has to offer, even though it means more careful planning and perhaps added expense. The training of the child must not be confined to only the training of the intellect, it must include training in creative expression. The public school teacher must not serve only as a "filling station hand," she must also be one who inspires and leads the child to the fullest development of his creative powers. Once it is recognized that art is a "means of enriching human experience and ameliorating the common lot and once the vital connection between art and life is sensed, the wise schoolman will again as in the great ages past, look upon art as a cornerstone of the educational structure."¹⁸

¹⁸Cox, George J., "Fine Arts," *Sallie Tannhill*, 1932, p. xv.

CALIFORNIA SCHOOL TRUSTEES WILL MEET IN SAN DIEGO

The twentieth annual meeting of the California School Trustees Association will be held October 1-4, in San Diego. Convention headquarters will be in the Grant Hotel and the general sessions in Balboa Park.

The convention will again feature the "Workshop for School Board Members."



Young and old love to finger paint. The teachers shown above are making finger paintings at the Binney & Smith Research Bureau, New York City, where annually hundreds of teachers receive instruction in the techniques of the art crafts.



A Word of Appreciation—

I Like My Work With School People *Gregory Cooper**

The practice of architecture is probably as complicated a way of earning a living as any profession except farming. The profession requires high ideals of public service, artistic ability, sound planning sense, knowledge of materials, of stresses, of plumbing, electric services, heating and ventilating systems. It requires a sound knowledge of the finance of the buildings to be built, and also of the architect's own pay roll, rent, travel, etc. Architecture, like all service occupations, requires sales ability. It is necessary to meet and do business with hundreds of people from building artisans and construction executives, to public officials who have to approve plans and methods, to clients and to prospective clients, and (in my case at least) to school officials. All these individuals must be "sold" on the architect's ability; confidence is the foundation of co-operation. There probably never will be a perfect architect, but at least I like people and I like to do business with them.

I like my work because it brings me into contact with many people, all types of people, farmers struggling to pay the interest on their mortgages, industrial managers with large salaries, capitalists, young people, old people. It brings me into contact with many educators, and I find that they have high ideals, sound political judgment, and the ability to stretch the tax dollar.

It is true that most of the educators that I do business with are executives, superintendents of schools, rather than classroom teachers. Regardless of their particular duties I find that they want their school systems to be outstanding in producing graduates who are admired for good character and solid achievement. I find that their dreams and everyday effort are chiefly influenced by continually trying to attract good teachers and to inspire them to greater effort; and through the teachers, to make the pupils work harder and improve beyond last achievements.

Patient and Tireless

The superintendents know their school boards and the taxpayers of their communities. Their advice is sound as to whether a proposed building will receive quicker affirmative vote if it includes a grand gymnasium or whether the inclusion of even a simple playroom will kill the project. They are patient and tireless in their strivings to organize public opinion in support of the school system and

in making architects and other special helpers give the last ounce of their own ability for the sake of the school system.

These superintendents spend every penny to the town's best advantage. If some service or material can be obtained without cost, they have a peculiar ability to discover and take advantage of their opportunity. In recent years most of them have given hours of work to obtain war surplus supplies and equipment. The largest outlay, which is in salaries, is guarded by the study, comparison, and organization of records of achievement. This is especially difficult because the records are of pupil achievement and only indirectly do they disclose the teachers' ability.

I like the classroom teachers I meet. With no expectation of personal benefit, they are ready to advise and criticize the teaching spaces, materials, and equipment which we are planning for a new school. I find teachers overburdened with lazy

pupils and other troubles, yet they are always enthusiastic about the good work being done and they are sympathetic regarding my troubles.

A Word for Professors

I like college professors. Instead of finding them impractical I often seek their advice on different phases of my architectural work, and their suggestions are not only blessed with practicality but they aim at achieving some higher ideal than had occurred to me. Their conversations are the best sermons I hear; they are uplifting; they are practical.

The school board members that I do business with run the full range of personal wealth, types of business, hobbies, and age. They are all working tirelessly for the good of their communities, and they are only rewarded with the satisfaction of knowing that they are doing their best to further projects in which they believe. I do not find them any more practical than the school authorities, and sometimes they seem to me to lose the realization of relative values when they become enthusiastic about some detail.

I like my work because it brings me into contact with many people; and I find the educators as practical, as co-operative and as likable as any of my business and private clients.

QUALITIES OF A GOOD TEACHER

*Lafe Nelson**

Several years ago a classroom teacher with whom I had differed asked me this question: "What qualities do you like in a teacher?" Here is the answer I gave him:

One who can smile even in the face of difficulty

One who comes before school opens and sticks around a little while after it closes

One who knows what he is going to do when he enters the classroom

One who is sincerely concerned with every child assigned to him

One who is concerned when others have misfortune

One who is adequately trained professionally and academically

One who can revel in another's success

One who can analyze constructively his own weaknesses and faults

One who knows the laws of physical, mental, and moral health and lives them methodically

One who deliberately attempts to constantly broaden his interests

One who loves to teach

One who by nature is friendly

One who is willing to give more than the prescribed minimum

One who is religious and is concerned with the fundamentals of Christian life

One who is tolerant of others

One who has definite ideas and ideals or vision for himself and his students

One who sees the good in others

One who commends the good he sees in others

One who is clean in body and mind

A regular person

A wholesome person

One who is definite in speech and action

One who has developed method

One who plans ahead

One who can take suggestions and act on them for his self-improvement

In short, a good teacher is simply a good Christian, a good American, a good neighbor.

*Superintendent of Schools, Safford, Ariz.

The Certification of Teachers

Fred Becker and L. B. Ezell***

Hundreds of institutions of higher learning, every teacher, and ultimately every child enrolled in the public schools of this nation, are directly and indirectly affected by the statutory provisions of the respective states concerning the certification of teachers. The curricula of those institutions engaged in preparing teachers of necessity meet the requirements and standards set forth in the statutes. The professional status of the teachers is largely determined thereby. Since the statutory provisions of the several states concerning teacher certification are designed, primarily, to insure adequate instruction in the public schools, the educational welfare of each child is largely dependent upon the nature of such statutes.

Since the end of the nineteenth century there has been an increasing assumption of control by the state over the certification of teachers. To meet this assumption of power, most state legislatures have passed numerous laws to control the wide range of administrative activities involved in teacher certification. Although a few states have confined their legislative activities to a broad grant of authority to administrative agencies, a great majority of the states have enacted laws on every conceivable aspect of teacher certification.

The present study of the statutory provisions in the 48 states concerning certification of teachers was strictly limited to the implications of the title. Only the statutory provisions of the several states which are concerned with or related to certification of teachers were included. No consideration was given to state or local certification rules and regulations. Information relative to the statutes was compiled from the most recent available school codes as published by each state.

I. Issuance of Certificates

The extent of statutory control over the issuance of teachers' certificates varies among the states. Six of them—Arizona, Connecticut, Delaware, Georgia, Massachusetts, and Virginia—grant complete authority to one or more state agencies to formulate rules and regulations relative to the issuance of teachers' certificates. Detailed legislation on all aspects of certification is noticeably absent in the school codes of this group of states, since such matters are left wholly to the determina-

tion of a designated agency. The Arizona statute is typical of this method of control:

It shall be the duty of the state board of education to supervise and control the certification of teachers and prescribe rules and regulations therefor.¹

The other 42 states tend to be more conservative in their grants of administrative authority to designated agencies. Even though all these states allow specified agencies to formulate such rules and regulations as may be necessary for the issuance of certificates, most such agencies are distinctly limited by conditions set forth in the statutes. As a whole the statutory control over the issuance of certificates in this large group of states is thorough and extensive.

An investigation of the statutory provisions of the 48 states indicates two general systems of administrative control over the issuance of teachers' certificates: a highly centralized system of control in which a state agency issues or exercises complete control over the issuance of certificates, and a less centralized system of control in

which a state agency governs the issuance of certificates, but county and local authorities issue some certificates under state control or regulations.

The trend toward centralization of the certifying authority identified at the turn of this century by many observers has reached a culminating point today in better than half the states. In this large group of states, the authority to issue or to exercise complete control over the issuance of certificates is vested in a central state agency. Thirteen other states, having a slightly less centralized system of control, allow county and city agencies to grant certificates, but in most instances such certificates as are granted must be in strict accord with the rules and regulations of the central certifying agency. On the basis of comparison with other states, California appears to have a system of administrative control similar to that of no other state. It is a conjoined state and county system in which both state and county exercise authority over all important aspects of certification. Massachusetts, too, has established an administrative system of control unlike that of any other state. Briefly, in Massachusetts full powers of certification are granted to local town committees.

A majority of the school codes of the 48 states have provisions recognizing two bases for issuing certificates, namely, evidence of educational preparation as shown in statements of college credits, and examination. With the exception of Arizona, Georgia, and Michigan, the school laws of all the states specifically provide for the recognition of higher institutional preparation as a basis for issuing certificates. Twenty-one states have provisions in their school laws as to the amounts of higher institutional preparation necessary for the granting of particular certificates. Other states, which fail to specify the completion of a certain amount of educational preparation in their statutes, merely imply that institutional credits are necessary and leave the determination of the kind and amount to a designated state agency.

Even though students of education since the beginning of this century have advocated a gradual elimination of certification of teachers by examination and the progressive substitution of a system of certification on the basis of academic credits earned in institutions of higher learning, over three fourths of the states still legally recognize the examination as a means for issuing certificates. However, it is be-

TABLE I. ISSUING AGENCIES
EMPOWERED BY STATUTE

Issuing Agencies	States
State Board of Education	Arkansas, California, Connecticut, Georgia, Iowa, Michigan, Minnesota, Maryland, Nevada, New Hampshire, New Mexico, North Carolina, Oklahoma, Rhode Island, South Carolina, Utah, and Vermont
State Board of Examiners	Mississippi, New Jersey, North Dakota, Ohio, Texas, and Washington
State Department of Education	Massachusetts and Pennsylvania
County Boards of Education	California and South Carolina
County Boards of Examiners	Ohio, Oklahoma, Georgia, and Montana
State Superintendent	Alabama, Colorado, Florida, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maine, Maryland, Montana, Nebraska, New Hampshire, New York, North Dakota, Ohio, Oregon, South Dakota, Texas, Tennessee, Washington, West Virginia, Wisconsin, and Wyoming
County Superintendent	Idaho, Illinois, Missouri, Pennsylvania, and South Dakota
City and District Superintendents	New York, Pennsylvania, and Washington
City and District Boards	California, Illinois, Kansas, Massachusetts, Missouri, New Jersey, Ohio, Oklahoma, Oregon, and Texas

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¹*School Laws of Arizona, 1941, Sec. 7, p. 47.*

TABLE II. POLICY DETERMINING AGENCIES EMPOWERED BY STATUTE

Policy Determining Agency	States
State Board of Education	Alabama, Arizona, Arkansas, California, Connecticut, Delaware, Florida, Georgia, Idaho, Indiana, Iowa, Kentucky, Kansas, Louisiana, Maryland, Michigan, Minnesota, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, Oklahoma, Rhode Island, South Carolina, Texas, Tennessee, Utah, Vermont, Virginia, Washington, West Virginia, and Wyoming
State Board of Examiners	Colorado, Illinois, North Dakota, Ohio, and South Dakota
State Department of Education	Massachusetts
County Boards of Education	California
County Boards of Examiners	Ohio and Oklahoma
City and District Boards	California, Illinois, Kansas, Massachusetts, Mississippi, New Jersey, Ohio, Oklahoma, Oregon, and Texas
State Superintendent	Indiana, Kansas, Maine, Nebraska, New York, North Dakota, and Wisconsin
County Superintendents	Pennsylvania and Texas
City and District Superintendents	Pennsylvania

lieved by many that the future of the examination lies only in its capacity as an occasional substitute for systematically earned scholarship requirements. Certification by institutional credentials seems to be more in accord with modern ideals.

Certification should be utilized as a means for improving classroom instruction; it should provide for professional improvement of teachers; and it should stand primarily on a foundation of professional education.²

Increasing disuse of the examination for certification purposes in all probability will lead to the eventual elimination of such provisions from the school codes of the various states.

Although the rate of teacher mobility in the United States is surprisingly large, 17 states have no statutory provisions for the recognition of either out-of-state certificates or institutional credentials. However, studies conducted by the United States Office of Education³ indicate that, in those states not specifically granting such authority by statute, the right to recognize out-of-state institutional credentials is accorded to administrative agencies as a result of implied powers. Twenty-one states have statutes which provide for the recognition of both out-of-state certificates and out-of-state institutional credentials, if and when such certificates and credentials meet acceptable standards specified either by

statute or by administrative decision. Ten states recognize only institutional credentials as bases for certifying out-of-state teachers.

II. Requirements for, Validity of, and Types or Kinds of Certificates

The several states fall into three groups in regard to the enumeration of types and kinds of teachers' certificates to be issued, and the requirements for and validity of particular certificates: (1) In a great many states no mention is made of the types or kinds of teachers' certificates to be issued nor the requirements for or validity of any particular certificate. (2) In fewer states some types or kinds of teachers' certificates are provided for by statute, but no mention is made of requirements for or validity of any particular certificate. (3) By far the largest number of states specify at least in part by statute the types or kinds of teachers' certificates to be issued and in most instances the requirements for and validity of each particular certificate.

In general the certification patterns provided in the statutes include the following kinds of certificates: (1) elementary, (2) high school or secondary, and (3) special, with subclassifications peculiar to each state. An overwhelming majority of the certificates provided for by statute are valid throughout the state, but, in most instances, are strictly limited to a particular level or field of work. Some states do provide that certain certificates issued for a specific level or field of schoolwork can also be used in other levels or fields not designated on the certificate. This is especially true of high school certificates. The duration of validity ranges from six months to life. Twenty-four states make no mention in their statutes of scholastic requirements for any particular certificate; of that group, 20 states failed to specify general minimum standards of scholarship for all teachers' certificates. Such a provision as that of the Utah school code seemed to be the basis of dispensing with the whole matter:

The state board of education shall determine the scholarship and training required of applicants for diplomas, and the scholarship, training, and experience required of applicants for certificates.⁴

The remaining 24 states, in nearly all instances, have provisions for scholastic and, in fewer instances, experience requirements for particular certificates mentioned in their statutes.

A great majority of the 48 states have statutory provisions which specify some type of requirement of a nonscholastic nature for teacher certification. Twenty-two states have provisions requiring a minimum age for certification; 17 states, proof of health; seven states, adequate knowledge of the effects of alcohol and

²E. C. Brodie, *A Study of Teacher Certification in Texas*, Doctor's Dissertation, New York University, 1935, p. 74.

³B. W. Frazier, *Summary of Teacher Certification Requirements*, U. S. Office of Education, Circular Number 233, 1948.

⁴*School Laws of the State of Utah*, 1947, Sec. 13, p. 13.

TABLE III. STATES HAVING STATUTORY PROVISIONS, OR NO PROVISIONS, FOR THE TYPES OR KINDS OF TEACHERS' CERTIFICATES TO BE ISSUED OR THE REQUIREMENTS FOR OR VALIDITY OF A PARTICULAR CERTIFICATE

Provisions	States
No provisions for the types or kinds of certificates to be issued or the requirements for or validity of a particular certificate	Arizona, Arkansas, Delaware, Georgia, Maine, Massachusetts, Michigan, New Hampshire, New Mexico, New Jersey, New York, Oklahoma, Rhode Island, South Carolina, and Virginia
Provisions in part for the types and kinds of certificates to be issued	Alabama, Connecticut, Louisiana, Kansas, North Carolina, Tennessee, Utah, Wyoming and Wisconsin
Provisions for the types or kinds of certificates to be issued and the requirements for and validity of particular certificates	California, Colorado, Florida, Idaho, Illinois, Indiana, Iowa, Kentucky, Maryland, Minnesota, Missouri, Mississippi, Montana, Nebraska, Nevada, North Dakota, Ohio, Oregon, Pennsylvania, South Dakota, Texas, Vermont, West Virginia, and Washington

narcotics on the human being; 14 states, citizenship or a declaration of intention to assume citizenship; seven states, an oath of allegiance; and 22 states, proof of moral fitness or of good moral character.

III. Revocation of Certificates

All the states with the exception of four have statutory provisions relative to the revocation of teachers' certificates. Some states merely empower a designated agency to revoke teachers' certificates, making no mention of causes or processes for which and by which teachers' certificates can be revoked. Other states in their school laws provide for a revoking authority and the revoking processes, but fail to mention any causes either general or specific. Still other states, in their school codes, specify a revoking authority and the causes for which certificates may be revoked, but fail to mention any procedures or processes to be observed in the revocation. Sixteen states designate the state board of education or the state board of examiners as the revoking authority; 15 states, the chief state school officer; and the remaining states, various other officers, such as the county superintendent. Some states mention both specific and general causes for revocation. The causes most frequently enumerated are as follows: immorality, negligence, incompetency, violation of contract, intemperance, violation of law, cruelty, unprofessional conduct, and evidence of unfitness to teach.

IV. Fees for Certificates

Statutory provisions relative to certification fees are made in the school codes of 31 states. Fees range from 50 cents to

\$10. Seventeen states have statutory provisions regulating the disposition of money received as certification fees.

V. Summary of Findings

The following list of findings resulted from the analysis of the statutes considered in this study.

1. With the exception of six states, statutory control over teacher certification is thorough and extensive.

2. Nearly every state in its school laws empowers one or more administrative agencies to issue certificates and to formulate rules and regulations concerning teacher certification in general.

3. In better than half the states, the authority to issue or to exercise complete control over the issuance of certificates is vested in a central state agency. Thirteen states allow county and city authorities to grant certificates.

4. Over three fourths of the states still legally recognize the examination as a basis for issuing teachers' certificates.

5. Eleven states recognize out-of-state credentials as the only basis for certifying teachers from without the state. Twenty states recognize both out-of-state certificates and institutional credentials; and 17 states in their statutes make no mention of certifying out-of-state teachers. Certificates from certain foreign countries are recognized by five states — Michigan, New York, Oregon, Pennsylvania, and Texas.

6. Fifteen states make no mention in their statutes of the types or kinds of teachers' certificates to be issued, nor the requirements for or validity of any particular certificate. In nine states statutory provisions are made for the types and kinds of teachers' certificates to be issued, but details relative to requirements for or

validity of any particular certificate are left solely to administrative decision. Twenty-four states have statutory provisions for the types or kinds of certificates to be issued and, in most instances, for the scholarship requirements and scope and length of validity for each particular certificate.

7. Each state seems to have its own basis for classifying the different certificates to be issued, and in very few instances are the requirements for a particular certificate the same in any two states.

8. A great majority of the states have statutory provisions which specify some type of requirement of a nonscholastic nature.

9. All states with the exception of four have statutory provisions concerning the revocation of certificates.

10. Certification fees are specifically mentioned in the school laws of 31 states.

An Examination of Conscience —

Are You a Good Superintendent of Public Schools? Sidney M. Bliss*

The writer of this article knows many superintendents of schools in many parts of the United States. He has great respect for them as men, for their competence, and for the importance of the work they are doing. Under no circumstances, therefore, does he mean to imply that they are a group of incompetent professional workers who need to be told what to do. That is not the purpose in offering this article. On the contrary, the purpose is to be of some help to those conscientious men and women throughout the land who desire to do better the things they are already doing well.

A Superintendent's Greatest Duty. Everyone in the teaching profession, and perhaps everyone outside of the profession, knows that good classroom, shop, and laboratory teaching and learning are the fundamentals of every good school system. If these fail of realization, the whole purpose of the school fails. Accordingly, *the greatest duty of a superintendent of schools* (and the duty does not devolve upon him exclusively) is to help create and maintain conditions under which superior teaching and learning can take place. When a superintendent becomes so engrossed in administrative details as to lose sight of the classroom and laboratory experiences of children he is headed in the wrong direction — and moving fast. A superintendent must constantly remind him-

self that the paramount function of every policy and every administrative act is to facilitate teaching and learning. It follows that to do his job well he needs to understand the nature of learning as it applies to different age groups; to know the kinds of training children need; to know what curriculum needs to be provided; to have a knowledge of teaching methods; to understand the needs of the community and the role the schools should play in meeting these needs; and to have a well-developed *educational program* which he is seeking to carry through. By this fundamental criterion, how do you rate yourself?

Using Personnel Democratically

Personnel Factors Are Extremely Important. No superintendent of schools is big enough, wise enough, or good enough to "run" a school system. The job is one of democratic leadership, not dictatorship. *The problem of providing an educational program for a community is a co-operative enterprise.* This does not mean, of course, that a superintendent can or should be a spineless man, nor that he can or should "pass the buck," nor that he can or should shun important decisions. But it does mean that he should recognize the worth of every employee and the work he does. It is the superintendent's duty, therefore, to know and to carry into effect the best techniques of personnel management relating to such problems as the selection

of teachers, their terms of employment, working conditions, classification, assignment, salary scheduling, promotion, retirement, and in-service training. These matters are of great practical concern to employees and, when they are well done, the foundation of effective co-operation is well laid. As a superintendent of schools, what have you done to improve personnel management in your school? What remains to be done? When are you going to do it?

The Desire and Capacity to Co-operate Is Fundamental. There must be a genuine unity of spirit, purpose, and effort on the part of board members, administrators, teachers, noncertified personnel, and the people of the community. This condition does not exist automatically. It requires insight, planning, effort, and the willingness to give credit where credit is due. Perhaps in no other way can a superintendent demonstrate his true worth so well as by his willingness to work shoulder to shoulder with his co-workers, his board of education, and the people of his community in a common cause. What concrete steps have you taken to achieve this goal? What steps should you take of your own initiative?

Good Business Management

Good Financial and Business Management Are Marks of Good Administration. In no other phase of school administration

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does a board of education have such clear right to expect near perfection in performance on the part of the superintendent of schools. The administration of public education has reached the point where inefficient financial and business management can no longer be excused. The principles are well known. The techniques have been developed. A competent superintendent knows these techniques. If you are a qualified superintendent you know how to make a real school budget, how to manage property, how to protect property and personnel, how to safeguard funds, how to keep proper accounts, how to maintain and operate the school plant, how to manage transportation, how to plan new buildings, and a multitude of other matters of a similar nature. If you don't know these things, you owe it to yourself and to your school to take a leave of absence while you learn them in any one of many good departments of school administration throughout the country. To repeat, there is absolutely no legitimate excuse for poor financial and business management in a school system which is large enough to employ a superintendent. By this standard, are you a qualified superintendent?

Complete Honesty Is a Basic Essential. All policies of the board of education and all administrative acts which rest on deceit or half truths, or which are promulgated and executed behind closed doors cannot be justified, and they deserve public condemnation. Boards of education and superintendents of schools are rarely dishonest in the handling of school funds, supplies, equipment, building contracts, personnel management, and similar matters, but they often do withhold from the public information about school policies and procedures which the people have a right to know. It takes courage to be completely honest in the administration of schools. What is the situation in your school?

No Place for Politics

Politics, Irrespective of Stripe, Result in Poorer Schools; and They Are Beneath the Dignity of Professional School Authorities. A staff selected on the basis of favoritism is likely to be an inferior staff, incapable of giving boys and girls the kind of leadership and instruction they deserve; and a politically administered system of purchases of supplies and equipment reeks with dishonesty and incompetency. Are you on guard against politics in your school system? What safeguards have you set up? Do you really know the facts in your situation?

A Superintendent Has Obligations to the Community Beyond Those Relating Directly to the Management of the Schools. A fine test of a superintendent's capacity for leadership is his willingness to work with other constructive community organizations and agencies. He should give liberally of his time, but not to the point of

neglecting his school responsibilities — they must come first. He should spend a considerable portion of his money among the people who pay his salary. He should participate in community forums, assemblies, and public meetings. He should set before the people of the community a high standard of morality and personal worth.

The Board as Policy Maker

The Relationship Between the Superintendent and the Board of Education Is Important. A board of education represents the people of the community in the determination of school policies to the extent that policies are not made mandatory by the state. It is the board's duty to make policies; to delegate its policies to the superintendent for execution; to grant him adequate authority to carry out its mandates; and to hold him accountable for efficient execution. Authorities in school administration are in general agreement that a board of education ought not undertake to execute its own policies.

One of the ways in which many boards of education do execute their own policies is through the use of standing committees. Here again authorities in administration agree that the practice is undesirable. The use of standing committees results in "courtesy acceptance" of committee reports about matters which deserve the careful consideration of the entire board; and they cause board members to spend much time with administrative detail which should be delegated to the superintendent.

As between the superintendent and the board of education, another difficulty presents itself when there is a failure to centralize administrative responsibility under the superintendent. Where decentralization of responsibility occurs, it is difficult for a

board of education to allocate duties, and there is even greater difficulty for the board to know of whom accountability is to be required.

What is the situation in your school system? Does your board consult you in the determination of policies? Do they undertake to execute their own policies? Do they use standing committees? Are all employees of the school system your administrative subordinates? Does each employee of the school system know precisely the duties he is expected to perform and to whom he is responsible?

The Professional Aspects

A Superintendent Has Professional Obligations. You are a credit to the profession if you can give a reasonably strong "yes" answer to each of the following questions:

1. Is there breadth, depth, and specificity in your own training for the job you hold? There ought to be. How can you expect teachers to have such training for the work they do unless you set an example? How can you expect to do your own job unless you are properly trained?
2. Have you taken any steps which have helped to raise professional standards? Don't generalize. Be specific. Name to yourself one, two, or three things you have done which have helped to make teaching a better profession.
3. Is your professional conduct above reproach? Can you think of instances when your behavior was not professional? For instance, did you ever intimidate a subordinate through the exercise of the "power of your office"?
4. Have you encouraged competent young people to enter the teaching profession? Have you reflected upon the urgency of this problem? Do you have suggestions as to how this problem can be solved? Have you conveyed your ideas to other members of the profession?
5. Are you a member of national, state, and local teachers' associations? Are you a member because you really believe they serve the cause of public education? Do you encourage your co-workers to become members?
6. Do you attend and take part in professional meetings? Have you made suggestions as to how you think these meetings could be enriched and made more productive? Have you served on committees of teachers' associations? Have you given real thought as to what these committees ought to accomplish?
7. Have you supported legislation which did not benefit your school system directly — in some instances actually depriving your school of money?
8. Do you actively and aggressively support high salaries, higher qualifications, permanent tenure, and adequate retirement?
9. Do you try to keep yourself informed regarding educational problems on



Well Balanced Meals Make Well Students.

a national scale? Have you tried to find solutions to these problems in your own mind? Do you know what other members of the profession think about these problems? Have you suggested to other members of the profession solutions which you think might be satisfactory?

Some Questions to Ponder

Some "Specifics" in School Administration. The following questions, along with a host of others, may be helpful to superintendents who are anxious to evaluate their own work. The important thing is not that you answer these questions in a particular way but rather that you give deliberate thought to them and take some action regarding them.

1. Do you believe that certificated and noncertificated personnel should participate in the formulation of school policies? Do you have a procedure by which this is accomplished? How could improvement be made?

2. Do you believe that standards of employment should be determined by the board of education and nominations made by the superintendent? What are the facts in your school system?

3. Do you believe that discrimination in employment should be made on the basis of sex or other conditions? Why? What is the situation in your school?

4. Do you regard a single salary schedule as a matter of simple justice? What is the salary situation (not in terms of adequacy) in your school? Is it bad? Have you really tried to get it changed? If not, what can you do?

5. Do you think there is a professional obligation to employ a reasonable number of inexperienced teachers? Do you do this?

6. Do you think it is good professional practice to bar men and women from entrance into a school system if they have reached a certain age, say 45? What is the practice in your school?

7. Do you believe that the right of an employee to appeal from decisions of his immediate superior should never be abridged? Is this a *real* employee right in your school, or a right on paper only?

8. Do you believe that every adverse criticism of an employee should be made in writing, and that a copy of the criticism should be given to the employee at the time the criticism is made; and do you believe that every record involving an employee (and him only) should be available for his examination on reasonable notice? Do you follow this practice?

9. Do you believe that a liberal view should be taken by school authorities regarding the use of school buildings by adult groups to the extent that the law of the state will permit? How many hours each day are your school buildings not in use? Can you do anything about it?

10. Would you deliberately engage more men to teach in elementary schools if they were available? Have you done anything

along this line? If desirable, what do you think is the solution to this problem?

11. Do you think it is a good practice to draw teachers from different training institutions? What is your practice?

12. Do you believe that instructional materials should take precedence over new buildings when a choice must be made? Do your teachers have the materials they really need to do superior teaching?

13. Do you believe that a school system, large and small, should have a continuing program of in-service training of all personnel? Do you have one? Have you compared it with similar programs in other school systems?

14. Do you believe that when financial conditions make large classes imperative these classes should be in the upper grades rather than in lower grades? Where are your large classes? Is there anything you can do about it?

15. Have you given any thought as to how a real, down-to-earth program of adult education can be carried on in your community under your leadership without much additional money? There are great possibilities here. Think about it. Do something.

16. Do you believe in good salaries for other employees besides yourself? Are you

able to pay good salaries? Do you pay good salaries? Could you pay better salaries than you do? Why don't you?

17. Do you believe that board meetings should be conducted with efficiency and dispatch? Are your board meetings good ones? Have you done anything to make them better? Do you know what you could do that has not been done? Why don't you do it?

18. Has your board ever tried the experiment of holding occasional round-table or forum type discussions with the school personnel? If such a policy were followed, what would be the essentials of successful outcome?

The office of superintendent of schools is one of great importance in American public life. It is a growing office. It cannot be filled successfully by one who is under the misapprehension that he has the answers for all time to come. It must be filled by men who are themselves growing — men who believe that the best answer to nearly all educational problems is yet to be found — men who analyze their own practices, men who can accept criticisms to their advantage, men who can and do learn from others. It is for men like these that this article has been written.

"I REMEMBER JEFF"

*Julius Barbour**

Joe, the custodian who replaced Thomas Jefferson at Central Grade School, waited outside my office. He had arrived to discuss his new position with me, his superintendent.

Miss Eager, the new ninth-grade teacher, had just left after handing me an English theme she thought I'd like to read.

As Joe entered I glanced at the title of the theme, "I Remember Jeff." So did we all, for Jeff was Joe's predecessor at Central.

Joe started our conversation with a question: "How can I get off to a good start with the pupils in our school?"

"Your use of the word 'our' is a good choice," I replied.

"How did Mr. Jefferson build his good reputation with our children?" he asked.

"Maybe this ninth-grade girl can tell us," I answered, as I opened the composition. A quick glance told me we might read the composition together with profit. Thus I began . . .

"I shall never forget my first day at school. It wasn't the first day the teacher was there, but in the June before I

marched from home to kindergarten. Three of us went to the school ground where Mr. Jefferson had turned on a lawn sprinkler. We edged close to it, and then dashed through the spray.

"Mr. Jefferson walked leisurely out of the basement door and, coming over to us, asked if we had our good dresses on. We were afraid to answer, and he said he thought we ought to leave before we ruined our 'pretty, new dresses.' So we left without being mad at him at all. But the next time I saw him I was really scared.

"Mother took me in the side door of the school building and up a half flight of steps where several children and their mothers waited outside the nurse's office. When the nurse walked in several of us started to cry.

"Mr. Jefferson came out of a room, looked at us, leaned his push broom against the wall, and disappeared for a minute. Then he returned with the brightest colored blocks I ever saw. He put them beside us, and we played until our turn to go in. He got extra chairs for our mothers, too.

"We passed him in the hall, and I stopped sniffling when he looked at me and

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said, 'Well, I'll see you when school starts.' I met him before our teacher. He was my first friend in the building.

"I know he swept and cleaned for many months, but my next memory of him was the time my Dad and Mother got up so early. A telephone call told them Grandfather was sick, and they hurried to dress, get breakfast, and took me to school early. We weren't supposed to go in early, but my folks had to leave town. Mr. Jefferson was there, and told Dad, 'Sure, bring her in. I can always use a helper.' I felt unhappy because my folks looked so worried. I bit my lip as they walked up the steps and out to the car. Before I could cry, Mr. Jefferson started a machine with little brushes, and he let me clean the erasers for all the building. I just finished when he took me into the hall to ring the first bell. My teacher came in as he pulled the rope. I was happy the rest of the day.

"We had a party at Christmas, and we asked Mr. Jefferson. He sat on a big chair and ate some cake, and was very jolly. When he had gone for a few minutes Santa came to our room and asked for some of that good cake. We sure liked our visit from Santa. He was so jolly.

"When we came back after New Year's our chairs and tables had a new coat of bright, red paint. On the way out that night Mr. Jefferson sure smiled when I passed him in the hall on the way to the fountain, and said it was too bad that Santa couldn't see them.

"When I was in the third grade, we had a Christmas play. Our parents thought it was pretty good. I was an angel. Mr. Jefferson put up the scenery and worked while the curtain was closed. He started to whistle once, and our teacher walked toward him. We had all been told to be quiet. He looked at her and grinned, and said he'd forgot because he was so happy. Our teacher smiled, and we didn't see the argument we expected. Our class wrote him a letter to thank him for helping with our play.

"Our teacher got a new ring at Christmas that year, and Mr. Jefferson told her he was glad, but he'd have to start with a new one to train to keep the floors clean. She looked at the ceiling and said 'That's right, after next June.'

"In the fifth grade we had a Clean Building Committee. Mr. Jefferson wore his suit coat when he came to our room three times that year. We talked about how we could help him keep our school clean. I was on the first Service Girl Patrol at Central. We helped keep paper off the floors in rooms and toilets, and I remember we had one meeting when we talked about wasting towels and soap. Mr. Jefferson didn't say much, but we knew he expected us to help him, and he too would work hard to keep our building in good shape.

"Two summers ago, I went to school to

enroll for seventh grade. Mr. Jefferson had a sanding machine running, and was changing desk tops from dark to light. They looked very nice and matched the new paint on the walls.

"Last March we heard Mr. Jefferson, 'Jeff' as all the ones in the building called him, was going to quit. Our seniors down at the high school building gave him a full page in their annual. We took up a collection and gave him a new purse with some money in it.

"I don't believe he 'retired.' He just changed his kind of work. The Mr. Jeff-

erson I remember was always busy. We knew he worked for us. He couldn't 'retire.'

I turned in my chair to see Mr. Jefferson's successor looking at the bookcase. "I've made a mistake or two already," he said, "but I'll correct them. I guess he had lots of help in his work."

"Yes, he too thought of it as 'our' building," I replied.

"And I'll be seeing you next month," said Joe as he left.

Silence is the most satisfactory substitute for wisdom.

Audio-Visual Aids Institute Held by Mansfield, Ohio, Teachers

Three hundred and eighteen teachers from the Mansfield City School District and surrounding areas attended a three-day Audio-Visual Aids Institute last March. The Institute was sponsored by the Mansfield Council of Teachers of English, and presented an exhibit of aids developed by district teachers. Three members of the Ohio State University staff spoke on aids to teaching.

During the first two days of the Institute, audio-visual aids produced by elementary school teachers, were on display at the new West Fifth Street elementary school. On the first evening, the teachers met to hear an illustrated talk on "The Best Ways to Learn," by Dr. Norman Woelfel. On the second evening, Dr. I. Keith Tyler spoke on "Radio's Role in the School."

An exhibit of teaching aids, developed by secondary teachers, was opened at the Johnny Appleseed Junior High School on the last day

of the Institute. Following this exhibit, teachers and guests enjoyed a dinner in the school cafeteria, and that evening, Dr. Edgar Dale spoke to the teachers and parents on "The Concrete and the Abstract."

In the exhibits of teaching aids, which drew 264 teachers, the Mansfield teachers displayed their ingenuity in the number and variety of devices they had produced to increase the effectiveness of teaching. These exhibits included teacher-made illustrations as well as the usual visual and auditory aid machines.

A spot of humor was injected into the meeting when Hobart C. Line, a junior high school teacher, turned the tables by producing a display of "Student Aids for Aging Teachers," an exhibit consisting of such "confiscatory devices" as comic books, pea shooters, rubber snakes, noise makers, etc. — *Edwin A. Fensch*.



Teachers examining typical elementary teaching aids.
(Photo courtesy Mansfield News-Journal)

Which System of Transportation, District-Owned or Contract, Is More Economical?

*Farnham G. Pope**

During the school year 1945-46 the vast sum of \$129,756,735¹ was spent for transporting children to and from school at public expense. It is a matter of great importance for boards of education, school administrators, and the people of the States as a whole to know which system of transportation, district-owned or contract, provides the more economical transportation.

What is economical transportation? Parents and school authorities are not solely interested in attaining transportation with the minimum outlay of dollars and cents. The sums expended should be secondary in their consideration to safety, comfort, convenience and regularity; in other words, the quality of the transportation service rendered. The term "economical transportation" embodies a consideration of *both* the dollar and cents outlay, and the quality of the transportation service rendered.

A Number of Transportation-Cost Studies have compared the costs of district-owned and contract transportation. In nearly every case these studies find that the district-owned transportation is more economical than contract transportation. Generally, these transportation-cost studies suffer five major limitations, which in turn limit the accuracy of the cost comparisons made. (1) They frequently have failed to enumerate the items of cost included in total cost, and when they have enumerated costs they appear at times to have overlooked certain of these cost elements, such as, the depreciation of vehicles, buildings, tools and equipment; interest costs for financing bus and garage purchases; compensation insurance costs for bus transportation employees; and garage tools and equipment. The failure to enumerate items of total cost makes it impossible for the reader to judge the comparability of unit costs under the two systems. (2) The studies appear to have used "cost" and "expenditure" as synonymous terms. However, it is important to recognize a significant difference between these terms. Cost is the monetary value of materials used or services rendered during an accounting period, while expenditure is the money paid out for materials or services during the accounting period *whether such materials or services are used during that accounting*

period or not. Thus, 100 gallons of gasoline purchased during the 1945-46 fiscal period but used during the 1946-47 fiscal period, is a cost during the 1946-47 accounting period; while a tire purchased but not used during the 1946-47 period is not a cost but an expenditure during 1946-47. Significant comparisons between the two systems of transportation can be made only on the basis of cost. (3) Generally, these studies have failed also to state the nature of the transportation service which the cost data represent; that is, whether it be transportation of pupils from their homes to school and back or this plus special trips for band, athletic teams, and the like, or the afore-mentioned plus transportation of non-school groups in vehicles owned or contracted for by the board of education. (4) It is questionable whether previous transportation-cost studies have compared costs for *comparable* district-owned and contract systems of transportation. Generally studies have compared average cost data for all contract transportation with average cost data for all district-owned transportation without attempting to select for comparison, transportation systems that are as alike as possible in the number of pupils transported, in the number of vehicles operated, in the number of miles of daily travel and in other factors known to affect the costs of transportation. If certain factors do not affect the cost of transportation from one situation to another, an attempt should be made to limit transportation-cost comparisons to transportation systems that are reasonably comparable in these factors. (5) Finally, these studies have not considered the quality of the service rendered in the transportation-cost comparisons made.

A Transportation-Cost Study Conducted. The author recently made a transportation-cost study with the following stated purposes: (1) to overcome, in so far as possible, the limitations of previous transportation-cost studies; (2) to determine which system, district-owned or contract, is the more economical; and (3) to determine which system of transportation, district-owned or contract, renders the more effective service.

Study Limited to Matched District-Owned and Contract Systems in the Central Schools of New York State. During the school year 1946-47, a total of 34 central schools in New York State con-

tracted for their entire transportation service. The study was limited to these 34 contracting systems and to 34 district-owned systems operating during the school year 1946-47 that matched as closely as possible the contracting systems.

*Procedures for Overcoming the Major Limitations of Previous Transportation-Cost Studies.*² (1) The classification of accounts developed by Tisinger and Wintz³ was used as a guide in enumerating all the costs of transportation. With the exception of administrative costs for tasks performed by school paid personnel, the enumerated costs were secured for each contract and district-owned system and cost comparisons were made. Estimates of administrative costs were secured for 18 district-owned systems and for 16 contract systems; however, in the opinion of a number of the school administrators, these estimates were not sufficiently reliable to warrant their inclusion in the cost data for comparative purposes. This constitutes a limitation that later studies should seek to overcome. (2) The term cost is defined as the monetary value of materials used or services rendered during a specified accounting period. (3) An analysis of school transportation contracts in New York State indicates that such contracts are generally made for conveying pupils from their homes to school and back, and that at times no additional transportation is furnished at public expense. Therefore, the study compared transportation costs for service from home to school and back. Costs for service from home to school and back, when necessary were obtained from costs for the total transportation by prorating costs on the basis of miles of travel. That is, if \$1,000 was the value of gasoline used for total transportation service, and if the miles of travel for home to school transportation was 90 per cent of the miles of travel for total transportation, 90 per cent of \$1,000 or \$900 was the cost of gasoline for home to school transportation service. (4) Four factors known from previous studies to affect significantly the cost of transportation were selected as cri-

*For a detailed account of procedures the author refers the reader to: Pope, Farnham G., *The Cost and the Quality of School Bus Transportation in Certain District-Owned and Contract Systems in the Central Schools of New York State*. Doctor's thesis (Ithaca, N. Y.: Cornell University, 1949), 114 pp. (typewritten).

¹Tisinger and Wintz, "Pupil Transportation Cost Accounting," in Butterworth and Ruegsegger, *Administering Pupil Transportation* (Minneapolis: Educational Publishers, 1941), p. 161.

²Iowa State Teachers' College, Cedar Falls, Iowa.
³The Forty-Eight State School Systems (Chicago: The Council of State Governments, 1949), p. 101.

teria for matching the 34 contract systems with district-owned systems as nearly alike as possible and certain arbitrary limits in difference were allowed:

Criterion	Allowed Difference
a) Number of registered pupils who were transported	a) No more than 50 pupils
b) Number of vehicles operated	b) The same number or, more than 50 seats
c) Economic area based upon prevailing wage rates for county truck drivers in public works construction	c) No more than 15 cents in hourly wages
d) Daily routine mileage	d) No more than 25 miles

School districts transporting 90 per cent or more of their pupils with district-owned facilities and contracting for no more than three vehicles of passenger-car size were considered to be operating district-owned systems of transportation. Contract systems were matched with district-owned systems falling within the arbitrary ranges whenever possible; the remaining contract systems were matched with district-owned systems that most nearly fell within the ranges of the criteria. (5) The quality of the transportation service rendered by a transportation system should be a more fundamental concern of the school authorities than is the dollar cost of that transportation. *The Pupil Transportation Score Card*⁴ prepared by Virgil Ruegsegger, was used in a slightly modified form to measure the quality of transportation service rendered by the 34 district-owned and 18 contract systems of transportation included in the study. While the Ruegsegger Score Card has its limitations, it is at the present time the best device known to the author for measuring the quality of service rendered by a transportation system. It provides a uniform, objective basis for quality comparison, using factors of comfort, security, regularity of service, convenience, the conveyances used, and personal characteristics of bus operators as major considerations in defining quality of service.

Annual-Per-Pupil-Cost the Basic Unit Measure. If we assume that contract and district-owned systems of transportation were perfectly matched as to the factors used in determining costs, a consistent relationship would exist between each of the contract and district-owned unit costs for two matched systems. For example, if the contract annual-per-pupil cost were to exceed the district-owned annual-per-pupil cost by 5 per cent, the contract bus-mile cost would also exceed the district-owned bus-mile cost by 5 per cent. This is true where matching is perfect because the denominator in the formula for each unit cost is the same for each pair of matched contract and district-owned systems. Thus, two systems, one contract and the other district-owned, each transporting 200 pu-

pils 40,000 miles during the school year will have 200 as the denominator in the annual-per-pupil cost formula, 40,000 as the denominator in the bus-mile formula, and $40,000 \times 200$, or 8,000,000 as the denominator in the per-pupil-mile formula. Therefore, where matched systems are compared, one unit measure is as effective as another for comparative purposes. Perfect matching of district-owned and contract systems was not possible in the study; however, contract systems were matched with district-owned systems as nearly alike as possible. Since it is not known whether a variation of 50 pupils is more or less influential in its effect on cost than is a variation of 25 miles in daily travel, the selection of the basic unit cost was somewhat arbitrary. Annual-per-pupil cost was selected as the basic unit cost because per-pupil in average daily attendance is the unit measure most frequently used to express other school costs, such as, instructional costs, operation of building costs, etc.

Raw Costs and Real Costs. Raw costs in school bus transportation may be defined as the monetary value of material used and services rendered during a specified accounting period, without consideration being given to the quality or effectiveness of the materials and services purchased. Real costs in school bus transportation are defined as the monetary value of materials used and services rendered during a specified accounting period, in terms of the quality of the services and materials purchased.

The Findings of the Study. The mean raw annual-per-pupil costs for district-owned and contract transportation systems included in the study, Table I, were \$43.72 and \$49.28 respectively, a difference of \$5.56, or nearly 13 per cent of the district-

TABLE I. Annual Per-Pupil Costs for 34 Contract Systems and the 34 Matched District-Owned Systems

	Low and Mean	High Cost	Q ₁	Median	Q ₃
District-owned	\$43.72	\$70.99	\$34.44	\$44.07	\$49.45
		\$22.95			
Contract	\$49.28	\$99.47	\$36.89	\$42.24	\$57.04

owned cost. However, the contract median raw annual-per-pupil cost was found to be \$1.83, or approximately 4 per cent lower than the district-owned median raw annual-per-pupil cost. Can one assume that cost differences in measures of central tendency indicate that one system of transportation is more economical than the other? One may look to the statistical measure critical ratio for an answer to this question. The critical ratio⁵ is useful in determining whether or not there is any significant difference between two groups of costs over and above the differences attributable to chance. Ordinarily, a dif-

ference of three or more times the standard error is considered a significant difference. The critical ratio of difference of 1.75 between the mean raw annual-per-pupil costs for district-owned and contract systems of transportation, indicates that there is no significant difference in the raw annual-per-pupil costs for district-owned and contract systems of transportation. That is, the distribution of district-owned and contract costs are similar and therefore, neither system may be said to be more or less economical than the other.

Real unit costs for transportation service may be secured when the quality of service and raw unit costs are known. The Ruegsegger *Pupil Transportation Score Card* is designed to award a maximum of 1000 points to a transportation system of highest quality. As shown in Table II, the mean quality score for district-owned ve-

TABLE II. Quality of Service Rendered by 18 Contract Systems and 34 District-Owned Systems

	Low and Mean	High Score	Q ₁	Median	Q ₃
District-owned	843.7	923.1	807.6	847.4	885.3
		721.7			
Contract	835.7	885.9	804.3	844.0	876.4

hicles was 834.7, and the mean quality score for the 18 contract systems measured for quality was 835.7, a difference of less than 1 per cent of the total possible score. The slight difference found in the quality of district-owned and contract transportation is possibly due in part to the high standards demanded by the New York State Public Service Commission, whose personnel make inspections at least every four months of all vehicles transporting school children.

Annual-per-pupil cost divided by the quality of service score, gives a "real-cost" measure, the unit-of-cost-per-unit-of-quality. Annual-per-pupil-per-unit-of-quality costs were projected to give the annual-per-pupil costs when perfect quality of transportation service is assumed. Annual-per-pupil costs which consider the quality of transportation service rendered are real annual-per-pupil costs. The mean real annual-per-pupil cost when perfect quality is assumed, Table III, was found to be

TABLE III. Real Annual-Per-Pupil Costs, Assuming Perfect Quality of Transportation, for 18 Contract Systems and the Matched District-Owned Systems

	Low and Mean	High Cost	Q ₁	Median	Q ₃
District-owned	\$50.76	\$71.15	\$43.99	\$50.24	\$57.83
		\$35.24			
Contract	\$55.94	\$101.18	\$44.18	\$47.37	\$65.17

\$55.94 for the 18 contract systems and \$50.76 for the matched district-owned systems. The median real annual-per-pupil costs were \$47.37 and \$50.24 respectively. The critical ratio of the means of the real annual-per-pupil costs when perfect qual-

⁴Butterworth, J. E., and Ruegsegger, Virgil, *Administering Pupil Transportation* (Minneapolis: Educational Publishers, 1941), pp. 51-86.

⁵The critical ratio is a statistical measure of the relationship between a difference figure, such as between two means, and the standard error of that difference.

ity is assumed does not indicate a significant difference in the district-owned and contract real annual-per-pupil costs when perfect quality of service is assumed.

The mean raw annual-per-pupil cost of \$41.68 for the 13 systems that contracted with but one firm or individual was found to be approximately 30 per cent lower than the mean raw annual-per-pupil cost of \$53.98 for districts that contracted with more than one firm or individual. It appears that certain communities are favored with the presence of established transportation concerns willing and able to handle school transportation service at a cost figure substantially below expected costs under district ownership. Where one concern can contract for all transportation service, the board of education should carefully determine costs for each system of transportation, keeping foremost in mind the quality of service to be rendered before coming to a final decision.

The Findings of the Study Permit the Following Conclusions. (1) When all items of cost are included, no significant difference is found in the raw costs or in the real costs of district-owned and contract systems of transportation. That is to say, the contract costs and the district-owned costs found in this study are samples of a similar range of costs and these costs are similarly distributed over that range. (2) There is but a slight difference (less than a 1 per cent difference of the total possible score) between the scores for the quality of service rendered by district-owned and contract systems of transportation in the central schools of New York State as measured by Ruegsegger's *Pupil Transportation Score Card*. (3) The findings indicate that there may be appreciably lower contract costs where a school district contracts with one firm or individual, than where a district contracts with more than one firm or individual.

If these data for New York for the year 1946-47 are representative, the school administrator and the board of education cannot know which system of transportation, district-owned or contract, will be cheaper for a specific school district. A careful study of probable contract prices is needed before a school district can know which system will be more economical. The administrator and the board of education can reasonably demand as high a quality of transportation service from a contractor as could be attained under district ownership. The quality of the transportation service purchased should be given fully as much consideration as the dollar outlay it will entail.

It is hoped that similar transportation-cost studies will be made in other sections of the country. When such cost studies are made it is important to assure comparability of the transportation systems selected for study by controlling the factors known to affect the cost of transportation mentioned in earlier paragraphs.



The auditory training class of the Tulare County, California, Schools works under happy conditions.

TULARE COUNTY'S AUDITORY TRAINING PROGRAM

*Louise Brier Tantau**

Many successful methods for rehabilitating the acoustically handicapped child are being used throughout the country. In Tulare County, Calif., a program of auditory training is providing a new and promising approach in meeting the needs of these children in our schools.

This program, under the auspices of J. Post Williams, superintendent, had its inception in the fall of 1948 when Max E. Cochran, principal, started in a small way in the Orosi Elementary School with one child, a little boy who was roaming the cotton fields because he could not hear and did not talk. The outcome of the interest taken in this child resulted in what is now an auditory training program for acoustically handicapped children. It wasn't very long until people were bringing children in from near-by towns and even from as far away as the states of Washington, Oregon, and Kansas. Since Visalia has an auditory training center in the new Conyer Street School this year, Mrs. Mildred Howden, the instructor, divides her time between Orosi and Visalia. The children in the county who need

this training are picked up every day by the school buses and brought to the center. As soon as they are capable of making the adjustment, even if it is only for one hour a day, they are placed in a normal classroom situation.

The aim of this program is to rehabilitate the aurally handicapped child. These children, when discovered and diagnosed, are referred for an otological examination and treatment, and then they follow through in the auditory training program. The school also provides a program for educating these children as normally and completely as other children can be educated. In this program we feel that a small amount of hearing can be trained and made to function with the use of a hearing aid. The efficiency of the modern hearing aid is really responsible for the brighter outlook for the acoustically handicapped child. With this device it is now possible to bring continuous sound to the majority of these children.

The significance of the word "continuous" is important as it is the crux of the educational philosophy underlying the program. The children spend a part of each day in training with

*Co-ordinator of Speech and Hearing, Tulare County Schools.

the head phones, but certain limitations are imposed when they are used to the exclusion of a personal hearing aid, for then the child will hear only for a restricted number of hours each day, and for the greater per cent of the time he will be back in a world of silence.

The use of a hearing aid makes continuous sound possible for these children, and by hearing continuously the child absorbs language unconsciously, very much as a young child does. In order that a child with a hearing impairment can understand language and speak it at all naturally, he must hear it at all times to the best of his ability, which is made possible by this mechanical device. It is today an accepted fact that the child who wears a hearing aid for the first time must be taught to interpret the sound he hears. For the child who has never heard sound, the hearing aid is not valuable unless he receives auditory training to parallel the use of the aid.

Speech reading is a vital requirement for everyone with impaired hearing. By training his hearing and learning to read other's lips, the child will have two highly developed skills, one supplementing the other, which provides him with the equipment to become a well-adjusted member of society. The child who uses a hearing aid will not become emotionally upset in learning to use it if he has intelligent, supervised guidance. The acceptance by the child of his hearing aid is not something that can be accomplished in a day. It takes time and requires much patience and understanding on the part of the teacher and the parent.

The satisfactory adjustment of a deafened child, or one with borderline hearing, in the regular classroom situation does not come about by accident. The special teacher and the regular classroom teacher must understand one another's problems well and work closely for the child's normal adjustment. The special teacher must know and appreciate what it means for the classroom teacher to have in her large group an atypical child and be able to help him. By means of teachers' meetings with the special teacher and the administrator present, the members of the group can discuss their respective problems and endeavor to each appreciate and help the other in bringing about the child's psychological adjustment to his handicap. At all times the classroom teacher's effort should be praised and recognized, which goes a long way in helping her to have the courage to carry on in her good work. In meeting together, the classroom teachers can in turn tell what they have found to be the best procedure for a certain result, and in the sum total, each one is helping the other to solve his problem. The classroom teacher must be given much encouragement and understanding to assume her share of the responsibility for this atypical child without feeling frustrated over his failure to succeed at once. In this program then, the psychological adjustment of the child is paramount. It is often the most difficult one for the hard-of-hearing child to make, and without it, special education falls short of what it is endeavoring to achieve.

We feel that our auditory training program in Tulare County is the answer to the education of the acoustically handicapped child, in lieu of a testing program. Past experience shows that in many a testing program merely

stacks of records were accumulated without actually doing anything concrete about the problem. It is easy enough to discover hard-of-hearing cases but what to do about them is another matter.

Clover Park Has a Blood Bank

*Carlin Aden**

Since September of 1949, the Clover Park High School has maintained a blood bank on a simple, practical basis which should interest other schools where a similar program is possible.

The Clover Park blood bank was created in response to an emergency request from the Pierce County bank for donors in an emergency involving a former Clover Park student. This request was handled by Marion Oppelt, Clover Park director of guidance. The reply among the older students who were contacted was so favorable that Mr. Oppelt put the donations on a permanent basis as a function of the guidance department.

In the establishment of the system, a working agreement was reached with the county blood bank. In exchange for the use of county equipment, storage facilities and technical experience, Clover Park was to give to the county all surplus plasma above the four or five units monthly needed by the school for a proper reserve.

The regulations governing the school program are standard: Donors must have had no major surgery during the previous year; there must be no history of jaundice or ulcers; blood pressure must be within the limits 100-160; students must be eighteen years of age and have parental permission.

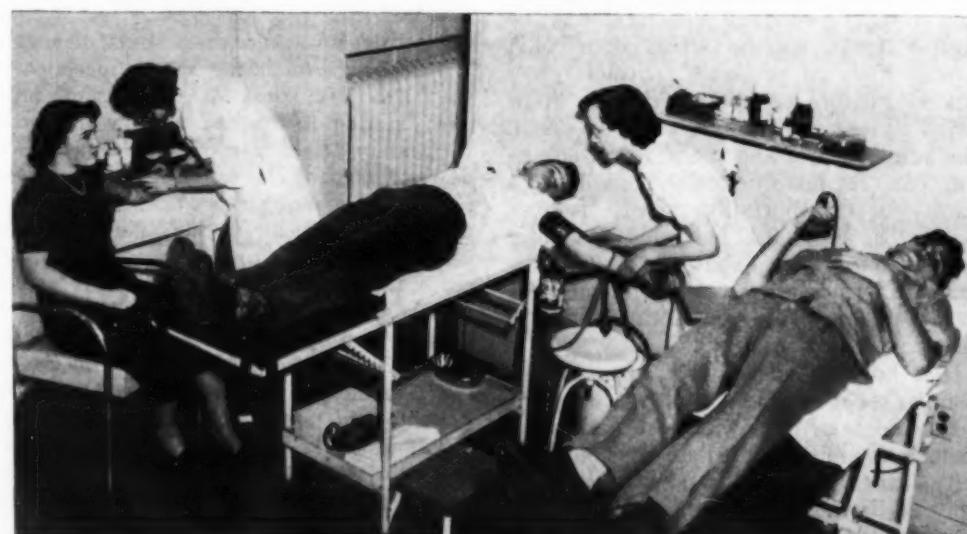
The age limitation has been of value in helping the guidance department to establish rapport with the older student group. Some of these older students, especially if they have never been outstanding in scholarship or athletics, tend to lose contact with the school pro-



gram. By becoming blood donors such students gain the satisfaction of contributing to the group welfare. This contribution is not based on intellectual or physical competition but nevertheless is an honorable one which establishes the maturity of the donor.

At the present time thirty-five boys and fifteen girls are available for donations which are limited, individually, to one every three months. The supply of plasma being obtained is enough to be of real value to the county as well as the school.

While the primary function of the Clover Park Blood Bank is the storage of emergency plasma, nevertheless the secondary features are important from an educational standpoint. In addition to giving a sense of personal value to the comparatively small number referred to above, it is giving to a much larger group a personal sense of civic responsibility which, as far as society is concerned, may prove more useful than plasma.



Actual donation of blood is a serious business but the students are pleasantly surprised that it is not painful. (Photos by J. Edward Trimble)



Exterior of the Lead Belt Trade School with buses used for transporting students to and from co-operating high schools.

Co-operative Effort Provides —

Trade and Industrial Education for Ten Missouri High Schools

E. C. Ralston and H. M. Terry

Ten Missouri high schools located in St. Francois and Washington Counties are co-operating to provide trade and industrial education for their pupils. Five trades, a total of 20 high school units, are offered at a cost to each school no greater than that of providing for one such course in the local school.

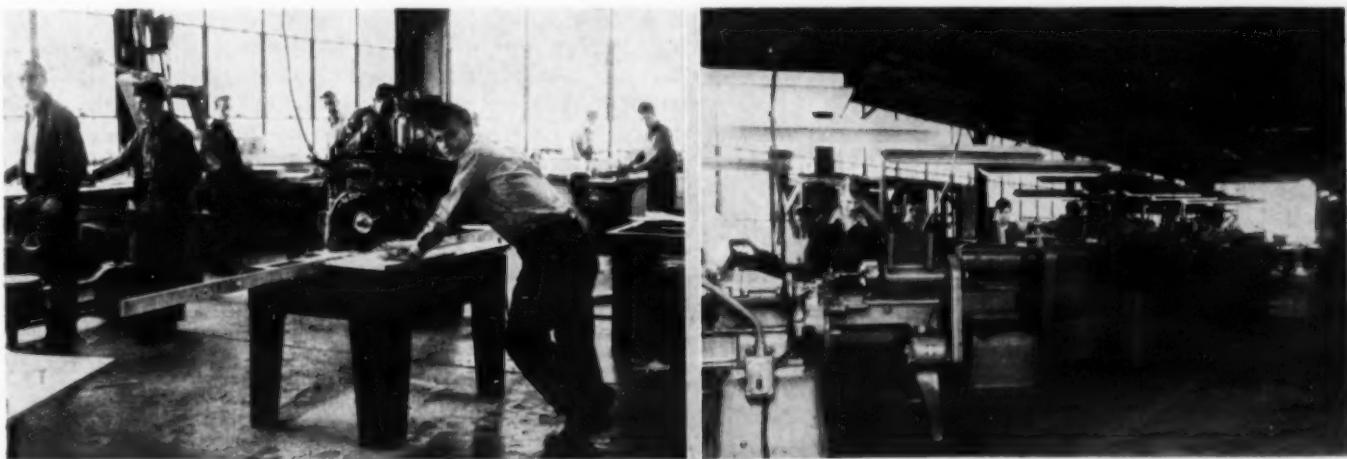
The Lead Belt Vocational School, as the school is called, is a direct outgrowth of the Federal NYA program established in the late thirties. When NYA training was discontinued in the building located at Bonne Terre,

Mo., the schools of the area which felt the need for vocational courses, looked for some means of utilizing its educational facilities. World War II brought war production training courses to Flat River, the largest of the Lead Belt towns, and these courses were later moved to the NYA building at Bonne Terre because of the shops and machinery available there.

The present co-operative plan had its birth in 1943 when a group of schoolmen interested the officials of the St. Joseph Lead Company, the area's chief industry, in sponsoring the

school. In October of that year, C. H. Crane, then president of the company approved an expenditure of \$6,000 of company funds for the purpose of operating the school to provide vocational education for high school students. Title to the NYA equipment was obtained from the government in 1945, and in this year the Missouri State Department of Education made the first vocational aid payment to the school. This aid, which includes federal aid, has been granted each year since that time.

Members of the State Department of Educa-



Left: corner of woodworking shop. Right: general view machine shop.



Left: corner of the automotive shop. Right: welding shop.



tion, especially Tracy Dale, assistant commissioner in charge of vocational education and George E. Kohrman of the Trade and Industrial Education Department, have spent much time in planning and encouraging the school. As a result of co-operation between the State Department of Education, the Lead Belt Vocational School, and a similar school located at Wellston in St. Louis County, the Legislature in 1945 passed legislation making the operation of such area schools a part of the state program of vocational education. Approximately 175 third- and fourth-year high school pupils are now taking trade training in the school. The students are enrolled for half-day sessions and receive two high school units in each course. First- and second-year courses are offered in auto mechanics, welding, machine shop, electricity, and the building trades. The work of the school is fully approved by the State Department of Education.

In addition to the training of high school students, trade training has been offered during the past school year to about 60 veterans under the G.I. Bill.

During the winter of 1947-48 an industrial survey of the area was made by the co-operating high schools. The study was directed by George Mowrer, at that time guidance



Left: electrical wiring department. Right: machine shop.



counselor for the school and now director of guidance in the State Department of Education. Follow-up studies of graduates indicate that students are deriving considerable benefit from the training offered in the school. This may be due in part to the fact that St. Francois County is an industrial area located only sixty miles from St. Louis; there is a steady call for mechanics in the occupations for which the school trains.

buses are owned and operated by the school for the transportation of pupils to and from the various co-operating high schools. The "Lead Belt," as the area is quite properly known, is a closely knit group of towns, which simplifies the transportation problem. None

(Concluded on page 65)

"State News Column," Missouri Industrial Education Association Bulletin, May, 1949, p. 4.



Left: six-room house under construction. Right: house constructed by building class 1948-1949.



Se

A Plan of Presentation for a School Bond Issue *Dwight B. Ireland**

In a previous issue a plan was described for informing the school electors on a school bond issue based upon the idea that each member of the board of education should present some aspect of the problem at a series of public meetings arranged in the various schools of the district. This indicated the support of the entire program by every board member and reflected the fact that the members of the board of education were agreed as a corporate body on the program which was being presented. There was a frank statement that the program had been discussed freely by members of the board of education and compromises had been made. It was further indicated that additional changes would be made if errors in the plan as proposed could be pointed out by school electors. The idea was stressed that all board members were seeking the best possible answers to the local school problems and the combined judgment of local groups and the board of education should be more valuable than the judgment of the board untested by public meetings.

School Attendance and Census Records

The first question as to the need for additional school facilities was based upon the school census and attendance records. A graph was made of 2-inch wooden strips standing on end in a grooved piece of lumber (2 by 4 inches) and enameled green to show the current memberships in each class from kindergarten through the twelfth grade. Wooden strips representing the pre-school census for children one to five years of age were also included and were enameled red to differentiate census from attendance records. It was also clearly pointed out that census included parochial and private school children as well as public school children. The general direction of the trend in school attendance was unmistakably shown on the chart.

The graph indicated the fact that each year for the next five or six years would certainly bring a class of increased size to every grade level in the school district. A graduating class of 177 members in the senior high school would be replaced by a tenth-grade class of 242 students. The promotion of a class of 242 students from the junior high school to the senior high school would be accompanied by the promotion of 270 sixth-grade students into the junior high school. A first-grade class of 432 students was moving along toward the junior high school. It was pointed out that these increases in class size did not include the net gain of eight students per week in the district which had continued for a pe-

riod of one year and which was still continuing.

Census figures were just as startling. It was shown that the number of children under six years of age had increased from 832 in 1943-44 to 1984 in 1948-49. (Only six years were used because the census has only included these children for the past six years.) The increase in children from 5 to 19 years of age has increased 41 per cent in ten years. Whereas, there are 248 children 17 years of age in the district, there are 499 children two years of age. The need for new school facilities to accommodate these increasing numbers seemed unmistakably clear.

Inadequacy of Present Building Facilities

The second point stressed by a member of the board of education was the inadequacy of present building facilities. In the elementary schools all buildings are used to one hundred per cent capacity in so far as room utilization is concerned, and the average ratio between pupil and teacher has increased to 33 pupils per teacher. This is a higher ratio than this community desires. It is the feeling of the parents that a ratio of 25 pupils per teacher should be striven for and certainly a maximum of 30 pupils per teacher should be the limit.

The academic classes in the junior high school such as English, mathematics, science, and social studies, have increased to 30 or more students per teacher and many classes are approaching 35 to 40 pupils per teacher. Even though additional teachers may be employed, the room utilization of the building has reached the saturation point and there are no additional facilities available. The above congestion is also aggravated by the fact that it has been necessary to house about 70 first-grade and kindergarten pupils in this building because of inadequate facilities elsewhere for these children.

The senior high school has not become too congested by increased enrollments but the special facilities such as gymnasium, industrial arts, fine arts, homemaking, and speech arts are totally inadequate. Since the present senior high school could serve as an elementary school and relieve a serious congestion in the central part of the city, it has been proposed that a new high school be built on a beautiful 46-acre tract of ground now in possession of the school and located in the western part of the district.

Proposed Building Facilities

It is proposed that an elementary school be built in the southeastern part of the district to serve a new residential area that has rapidly grown up and congested the elementary

school situation on the eastern side of the city. Children in this district are walking from one and one half to two miles to kindergarten and the early elementary grades. By providing a kindergarten and two rooms in each of the first three grade levels, approximately 200 children can be transferred from Adams elementary school; and the elementary school needs of the eastern section of the city will be met.

In Walnut Lake School and Franklin Village School, schools located in recently annexed districts, two additional classrooms are recommended for each school. This will provide adequate space for current enrollments and provide some room for expansion in these districts.

The present senior high school will be remodeled into an elementary school and will serve the central part of the district which lacks elementary school facilities.

The new senior high school will be constructed on a beautiful 46-acre tract on the western side of the city. This site is in the geographical center of the school district which has now been expanded by the annexation of five additional school districts so that it is no longer coterminous with city boundaries. The ninth grade will be transferred to the senior high school to allow for further growth in the junior high school.

It is therefore evident that this building program will provide relief throughout the entire 12 grades of the Birmingham Public Schools and will permit a school program with desirable class size throughout the system.

Curricular Implications

The elementary schools of the district are the newest schools in the district. The classrooms are delightful even though it is regrettable that so many are 22 by 30 feet in size. When the numbers housed in these classrooms are reduced to a reasonable figure, a very effective elementary program can be carried on in these schools.

The new elementary classrooms are approximately 32 feet square, and by clerestory lighting the rooms are bilaterally lighted. This will provide a more flexible arrangement of movable furniture within the classroom and create a more delightful school situation for younger children.

In the junior high school the transfer of all elementary children from the building will in itself provide a release from many of the administrative problems arising from the scheduling of age groups that are so extremely far apart as kindergarten and seventh-grade children. The transfer of ninth-grade pupils from the building will eliminate the congestion caused by inadequate cafeteria facilities, gymnasium facilities, art and shop facilities, and

*Superintendent of Schools, Birmingham, Mich.

permit comfortable classes to be scheduled in these departments. This should improve the educational experience provided in these areas. Additional space also will be provided for instrumental and vocal music and school assemblies will be more easily planned. It will still be possible for the junior high school to maintain present special objectives. These include high exploratory experiences, a simplification of the transition from elementary schools to senior high schools, opportunities for the continuation of the fundamentals of reading, spelling, writing, and arithmetic for those who have not as yet mastered these skill subjects reasonably well, and improved guidance services designed to discover the aptitudes and handicaps or deficiencies of each child on the basis of individual study and aid him in overcoming any handicaps as well as encourage him to work up to his capacity to establish a pattern of work prior to registration in high school. This last objective should more nearly guarantee a successful high school career for him.

As has been said, the gains in the senior high school will come from the added special facilities. The high school has been accredited by the University of Michigan since 1892 and by the North Central Association since 1912. The academic program remains reasonably satisfactory in so far as the academic achievement of students is concerned as they continue their work in institutions of higher learning. The administration appreciates the need for maintaining these academic standards since between 60 and 70 per cent of all graduates attend institutions of higher learning. The conviction is just as strong that a sound program must be developed for the student who terminates his educational career with the completion of his high school work. Therefore, experiences offered the student in such areas as industrial arts, science, music, art, auto mechanics, retailing, secretarial practice, office machines and bookkeeping must be continued and expanded; and attainments in these areas must be sufficiently high to guarantee economic competency on the part of the student.

The need for experiences that will establish a reasonable degree of physical and mental health is a third objective which the high school must keep in mind. Adequate gymnasium facilities, recreational facilities, and health facilities must be provided if the needs for the student in this area are sufficiently met.

Last, the social needs of the student must be more fully met. Cliques and social clubs may be a natural outgrowth when a school does not provide the facilities and opportunities for desirable social activities within the school which more adequately meet these needs than do those outside groups which too frequently get out of control and cause secondary school administrators so much concern.

Space will not permit complete details but the new high school has been designed to meet these needs. The functions of the school were defined before any thought was given to the arrangement of bricks and mortar around these functions, and the design of the new school incorporates the services which the administra-

tion and faculty have carefully worked out on the basis of the needs of the young people in the Birmingham School District.

Cost of the Proposed Building Program

The proposed building program will cost \$3,100,000. The cost of the units proposed are (1) high school, \$2,714,300; (2) Torry Elementary School, \$235,700; (3) two-room addition to Walnut Lake Elementary School, \$75,000; and (4) two-room addition to Franklin Elementary School, \$75,000. This will represent a need for 6.5 mills on the basis of the bonding program set up by the attorney to meet this total obligation.

The Financial Plan and Financial Ability of the Community

Over the past five years a great deal of consideration has been given to this program during the time when building was prohibitive but the needs for building evident. A large debt of refunded bonds approximating \$900,000 had proved to be a psychological block to any building program in Birmingham since depression years. It was deemed advisable to liquidate this debt if at all possible prior to the presentation of plans for a new building program. This has been done. Although few of the bonds were callable, a reserve fund has been established and government bonds have been purchased which will liquidate this entire debt as it comes due without any further tax levy for this debt obligation. In addition, the interest rate of 1 3/4 per cent on the outstanding bonds is being offset by the 2 1/2 per cent received on the investment in government bonds, and the differential in interest received will further ease the debt load. The levy for debt in December, 1949, of 1.2 mills will be the final levy for refunded debt, and will relieve the district of all debt obligations. The approval of 6.5 mills for new construction and the elimination of the 2.5 mills required over recent years for debt service will leave a net increase of 4 mills to cover the proposed construction.

It is unfortunate in Michigan that tax limitation bonds have to be sold to finance school construction because of the 15-mill limitation which is another reminder of the depression days. School electors may approve a certain rate in mills for a certain period of years up to 20 years. If the debt is not met by that rate within the specified number of years, the purchaser of the bonds has no further recourse for his protection. It is therefore necessary to incorporate certain guarantees within the bonding program proposed if the bonds are to be attractive and be sold for a reasonable rate of interest. Because of this tax limitation, the bond program for the Birmingham public schools has been set up to provide 6.5 mills of tax for a period of 20 years. This will permit the bonds to be set up in such a way that they will be paid off in 17 years and allow three extra years for any deficiency that may occur should unfavorable economic conditions arise. Further safeguards were set up as follows: (1) Over

the first five years a reserve fund will be created equal to any one year's obligations in principal and interest. (2) Tax collections are estimated at 70 per cent in spite of the fact that collections have been ninety-four per cent consistently over recent years. (3) No increase has been anticipated in the valuation of property within the district even though it has been increasing at the rate of 3 million dollars per year and one industrial project now under way would indicate an increase in valuation equal to that amount as well as the continuation of the extensive building of homes in this area. Over the past eight years the tax base of the school district has been broadened by the annexation of five districts without incurring additional debt obligations which have not been met and entirely paid off. Since Birmingham is the next logical area for residential growth north of Detroit, there is every reason to believe that the growth of the district will be rapid and substantial. This is based upon all studies of the area by utility companies and other agencies predicting the growth of the Metropolitan Detroit area.

Conclusion

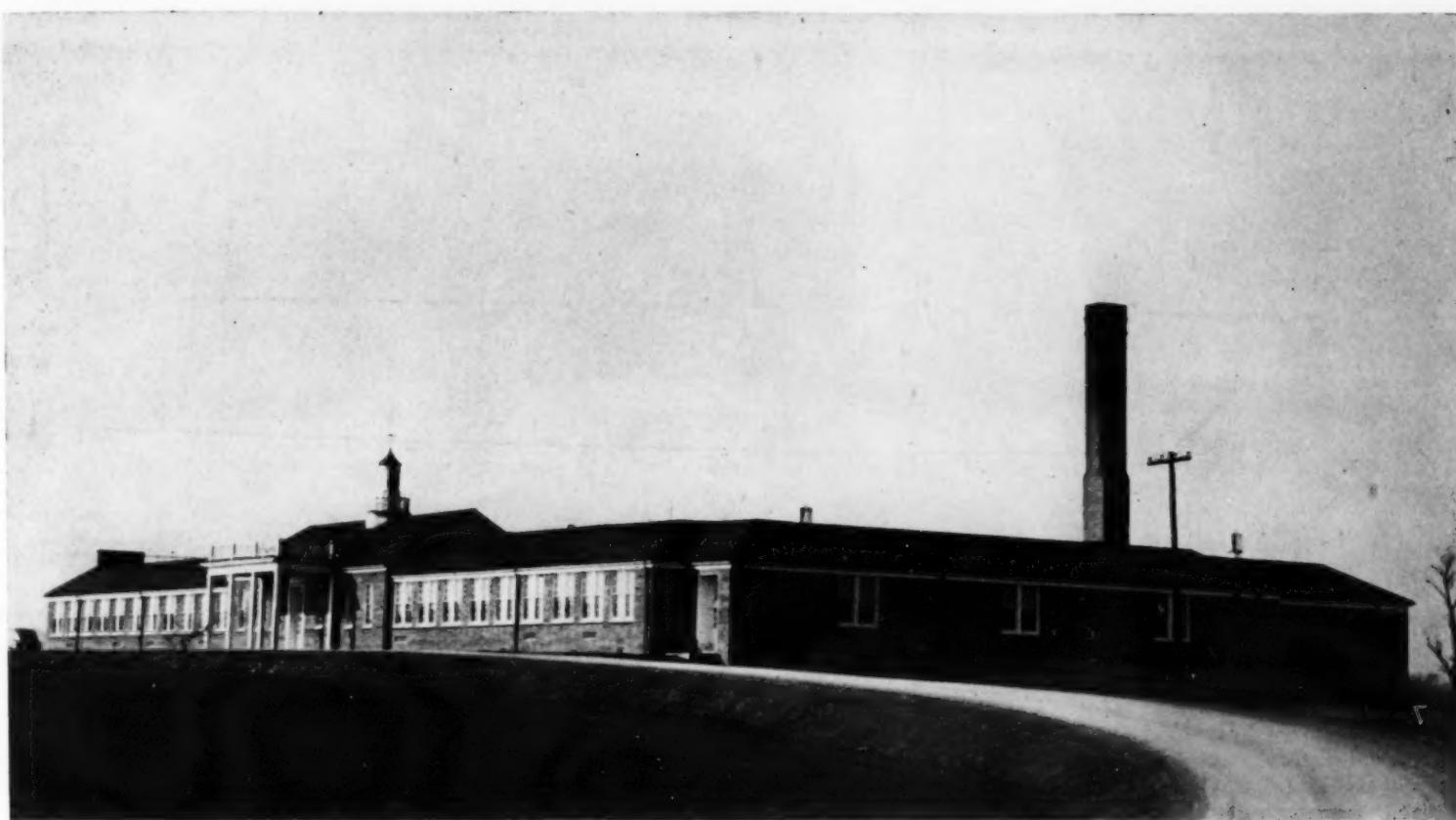
On the basis of this presentation by the members of the board of education, the building plans were recommended as shown through models, blueprints and slides; and the endorsement of the school electors was urged in the November 7 election.

This plan has been used successfully by the Birmingham (Mich.) public schools as was indicated by a favorable vote of 80 per cent by the school electors, and may be of value to any school district facing the responsibility of a building program. It is presented for any inherent value it may have for such a district with the full realization that every district facing a similar responsibility will have to choose the approach within its own district on the basis of the willingness of the electors to respond to an invitation of the members of the board of education to attend a public meeting and become informed, and the general attitude of the district toward campaign tactics that border on pressures and emotional appeals to the school electors.

THE SCHOOL AND THE ARCHITECT

One of the primary functions of the school architect is to strive always for the elimination of obstacles to good teaching. In all stages of planning a new educational plant, and in harmony with educators and community leaders, this thought is always present.

Schools are no longer judged as architectural "monuments." The judgment today lies in answer to the question, "What good purpose do these buildings serve, and how well do they serve?" The greatest tribute to be paid the works of the architect is how well he has eliminated the obstacles to good teaching.—Ralph C. Flewelling, Los Angeles.



General View of the Musselman High School, Berkeley County, West Virginia.—Hunter, Caldwell and Campbell, Architects, Altoona, Pennsylvania.

A Rare Gift to a Rural Community

James L. Creasy

In Berkeley County, W. Va., located in the upper reaches of the beautiful Shenandoah Valley, stands a monument to the memory of a man who had a burning ambition to be of service to all the people who came within the area of his influence. The monument, a modern rural high school building which cost \$300,000, was donated to the citizens of Berkeley County through a legacy of the late C. H. Musselman, former president of the C. H. Musselman Company, the world's largest processor of apples, a fruit abundantly produced in the region.

Prior to his death in January, 1944, Mr. Musselman established and endowed the C. H. Musselman Foundation, an organization conceived for the purpose of financing community improvements in the general areas of the Musselman plants which are located in Biglerville and Gardners, Pa., and Inwood, W. Va.

School Designed for Community Service

The new school, named Musselman High School in honor of its benefactor, was designed by Messrs. Hunter, Caldwell, and Campbell, architects, Altoona, Pa., who were

instructed by the trustees of the Foundation to provide plans for a modern building which would serve not only the youth of the area but which would also be a center of education and culture for all the residents of the community. Accordingly, working with representatives of the board of education, with citizens of the area, and with officials of the Foundation, the architects drew plans for a one-story structure comprised of three units, the first of which was to be financed by the Foundation and started immediately. The board, as a part of its long-time planning program, asked that the other two units be planned for possible construction should money become available in a future building program of sufficient size to include such services.

On February 10, 1950, the first unit was dedicated shortly after it was completed by the Musselman Foundation. Having discharged the obligation it had assumed in the development of Musselman High School, John A. Hauser, president of the Musselman Company, officially transferred ownership of the building to the board of education, giving the keys to C. Stewart Cline, president, during the ceremony which was attended by Mrs.

C. H. Musselman and her daughter, Mrs. Luella Arnold, chairman of the Foundation. Approximately 500 citizens were present and inspected the building which was open to the public during the evening.

Constructed of outside red brick walls, the building was designed for beauty as well as for an integrated educational program. It is L shaped and has a corridor with soundproofed insulation tile board ceilings running throughout. The main entrance, located centrally in the front section of the building, has high, white columns which add a pleasing distinction to the structure.

In addition to regular subjects, classrooms, spaced on both sides of the corridor, provide for vocational home economics, business education, science laboratories, administrative offices, clinic, teachers' room, toilets, and storage space. Recessed, metal lockers line most of the corridor walls and drinking fountains are spaced at proper intervals.

In the rear section of the present wing, space which was planned for a community cannery is occupied by the vocational agriculture shop and classroom. When the board secures funds with which to construct the



Front View, Musselman High School, Berkeley County, West Virginia. View taken before landscaping was begun.

gymnasium unit, more suitable quarters will be provided for agriculture, thus making it possible to install the cannery as planned. This unit will also include a cafeteria which will be available for community use. The present cafeteria space will then be used in the instructional program.

In the third proposed unit, which the school board hopes to finance in the future, is planned an auditorium with suitable stage, music theater and practice rooms, and additional classrooms for future enrollment expansion.

The present structure provides a visual education room which is now used for special activities including music.

The furnace room, with lowered floor level, provides space for three coal-fired boilers in keeping with the over-all expansion plan of the building. The first boiler, which is stoker fed, was installed by the Foundation and adequately meets present needs. Electrically controlled by individual room thermostats, the system was considered to be the most efficient available. Classroom lighting is continuous fluorescent throughout the building.

School Board Co-operated in Development

The trustees of the Musselman Foundation, before announcing plans for the donation of the building, contacted representatives of the board of education for its approval and co-operation in bringing the project to realization. Proposing to obligate itself for the construction of the classroom unit of the building only, provision of equipment for the building and space for its location were major problems facing the trustees of the



Aerial view of the C. H. Musselman plant which is the industrial center of Berkeley County.



Mr. C. H. Cline, president of the board of education, receives the key of the school from Mr. John A. Hauser, president of the C. H. Musselman Company.



Mr. G. W. Whitehair, principal of the Musselman High School, at his desk.

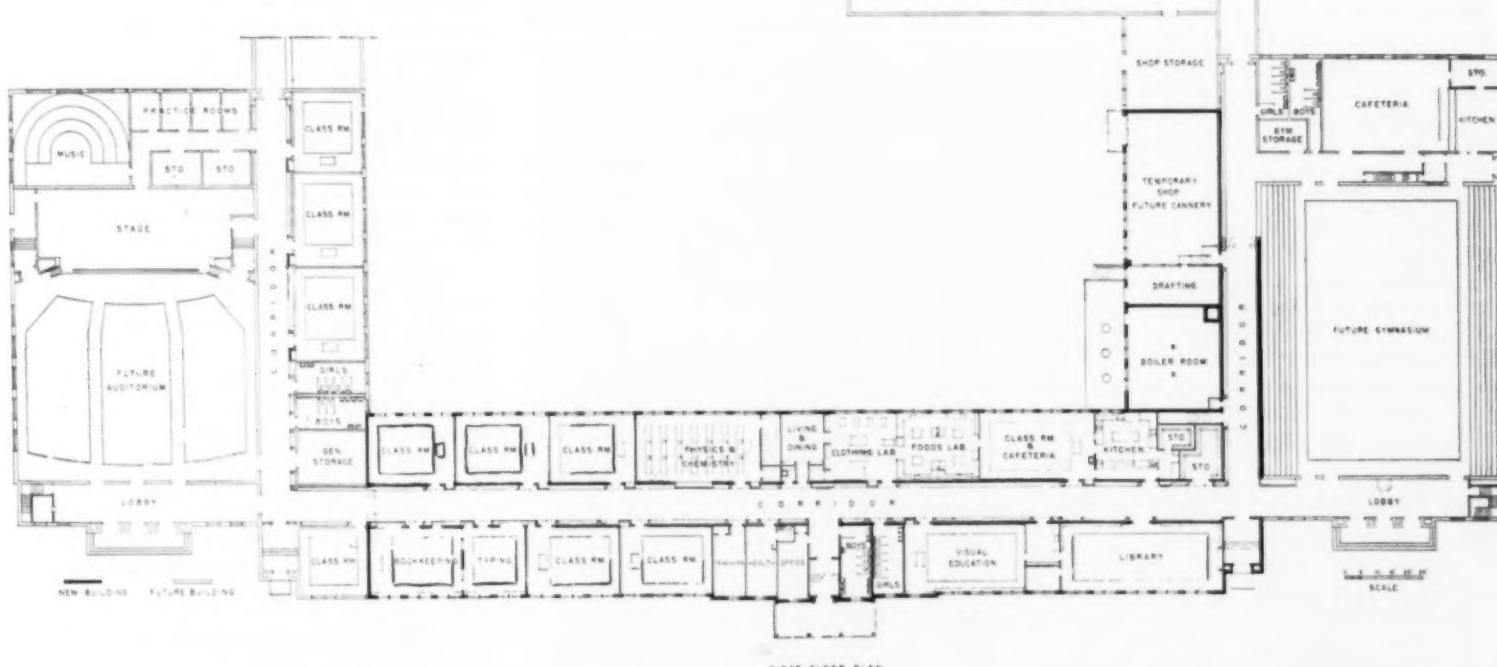
Foundation. In the co-operative planning which followed, the board of education agreed to provide the site and to equip the building as specified. A committee, representing the board and citizens of the community, was appointed and two adjoining tracts containing approximately 21 acres of the finest limestone land in the region were recom-

mended to the board. The site is situated on the west side of U. S. Route 11, about one mile south of the Musselman plant at Inwood, and the board secured options on the plots, later buying them at a total cost of \$7,833.

The board then proceeded to secure quotations on the most modern furniture and equipment available and arranged for its de-

livery at the estimated time the building would be completed.

Being approximately 100 yards from the highway, it was necessary for the board to let a contract for the construction of a road to the building. This was done as a part of the landscaping plans which were provided by Prof. T. D. Gray of West Virginia University.



Floor Plan of the Musselman High School, Berkeley County, West Virginia.—Hunter, Caldwell and Campbell, Architects, Altoona, Pennsylvania. The central portion of the plant has been erected and is in use, and the auditorium and gymnasium will be constructed as soon as funds are available.



The co-operating group responsible for the planning and construction of the Musselman High School, Berkeley County, West Virginia.

Left to right, standing: C. E. Martin, attorney for the Musselman Company; Letha Delinger, student; Paul Le Dane, patron; C. Stewart Cline, president of the board of education; G. W. Whitehair, principal of the Musselman High School; James L. Creasy, superintendent of the Berkeley County Schools.

Seated: John A. Hauser, president of the C. H. Musselman Company; Mrs. C. H. Musselman; Mrs. Luella Arnold, chairman of the C. H. Musselman Foundation; Walter Campbell, architect; Rev. Edward Miller.

Extension Service. An outdoor basketball court was constructed by the board and parking space provided.

The Community Lends a Hand

Matted with a thick layer of blue grass which had accumulated over a period of years, the tract of land defied ordinary methods of mowing. Organizing themselves into relays and using their heavy farm machinery, citizens of the community assisted in clearing much of the area for play space and other activities. Organizations of the community now plan to assist in landscaping the plot as planned by Prof. Gray. This will include picnic areas, an amphitheater, courts for games, football and baseball fields, and the planting of shrubbery and trees. A citizens committee has also been formed to plan with school officials for library and other improvements, hoping to make the school eligible for North Central Association membership in the near future.

Legal Problem Encountered by Trustees

The trustees, exploring the legal aspects of the project before work was begun, found it necessary to obtain rights to the building site before Foundation funds could legally be spent on it. In a clever agreement, C. E. Martin, attorney for the Musselman Company, secured from the board a lease for the Trustees which gave them permission to make improvements as desired. Under this contract,

ground was broken for the building early in 1948 and work on the structure was started immediately. Using employees of the Musselman Company during seasonal periods when fruit processing was at a minimum, the work was continued until completion at which time the lease was surrendered to the board and the plot of ground was returned to its owners with improvements amounting to \$300,000.

School Opened in Unfinished Building

With the approach of the fall semester of 1949, work on the building was far from completion. Plumbing, windows, built-in cabinets, and interior finish were still to be achieved.

The building, planned to accommodate grades 7-12 for a wide rural area, had to be put into service at the beginning of the semester, however, because of space limitations elsewhere in the district. On the opening day of school, the faculty and students found little more than bare rooms with cool breezes blowing through the ample openings in which windows were to be installed. With characteristic American confidence that the job could be done, students were enrolled and half-day sessions held for a short time until additional furniture could be delivered and further improvements made on the building. Complicating the program, materials and equipment deliveries lagged behind schedule and weeks passed before the school could settle down to a steady routine. The heating

system, completed only a few days before the first wave of cold weather, was the last major worry of the harassed faculty. Lockers, pre-fabricated built-in cabinets, and special instructional equipment were items to be appreciated and used when delivered and installed but not of sufficient importance to keep the faculty and student body from molding their activities into a substantial school program. In appreciation of the new building and equipment, an enthusiastic school spirit was born and has since spread to all parts of the area served by the school.

Reasons for Occupying Unfinished Building

Normally, school would not have been opened in the new building during the first semester but the need for a more adequate plant in the southern section of Berkeley County had been a pressing problem for years. Many attempts to secure funds for such a building had failed and the donation of the plant was the answer to a long-felt need by the patrons who deplored the substandard program under which their children had attended high school.

Prior to the establishment of the Musselman School, only a part of the high school students of the area had been enrolled in the Bunker Hill School, grades 1-12, which served the area. This antiquated building is located about one mile south of the new structure in the village after which it is named. Its small rooms, insufficient in number, seriously constricted the educational program. As a result, many of the pupils were transported out of the community to Martinsburg High School, several miles north in Martinsburg, county seat of Berkeley County.

Inadequate and obsolete equipment also contributed to the meagerness of the Bunker Hill School, which is crowded between other structures and the highway without sufficient space for outdoor activities.

Another factor contributing to the early use of the new building was the crowded condition of the elementary schools in the district accommodating grades 1-8. Since grades 7 and 8 were transferred to the new school, many housing problems were solved through the consolidation.

Combined, these factors forced the decision to open the building for use before it was completed. Electricians, carpenters, plumbers, and other workmen methodically went about their tasks while teachers and students carefully picked their way along the corridor which was continuously obstructed by materials and equipment used in the construction work. According to the principal, G. W. Whitehair, little harm resulted from the interruptions and inconveniences after the students had adjusted themselves to the situation during the first few days of school.

Other Donations by Foundation

Having donated an addition to the high school building at Biglerville and an addition to the community hospital at Gettysburg, Pa.,

(Concluded on page 64)



Street View of the Bossier Parish School Board Office, Benton, Louisiana.

Bossier Board Occupies New Administration Building

The board of education of Bossier Parish, La., has recently completed and occupied a new school administration building at Benton, the parish (county) seat. The structure which is entirely modern and architecturally designed to fit into the adjoining residential community, is planned to meet the present administrative and supervisory needs of the schools. It makes provisions for the expansion of the office and supervisory force whenever that will occur.

The building was completed at a cost of \$28,500, and the sum of \$6,500 was spent for furnishings. The construction was completed in 75 days of actual work. The low cost is attributed to the careful educational planning by Supt. R. V. Kerr and the board of education.

The building is one story high and because of the availability of materials was erected of brick veneer, with concrete footings, and a concrete floor covered with asphalt tile in all rooms except the toilets which have ceramic tile.

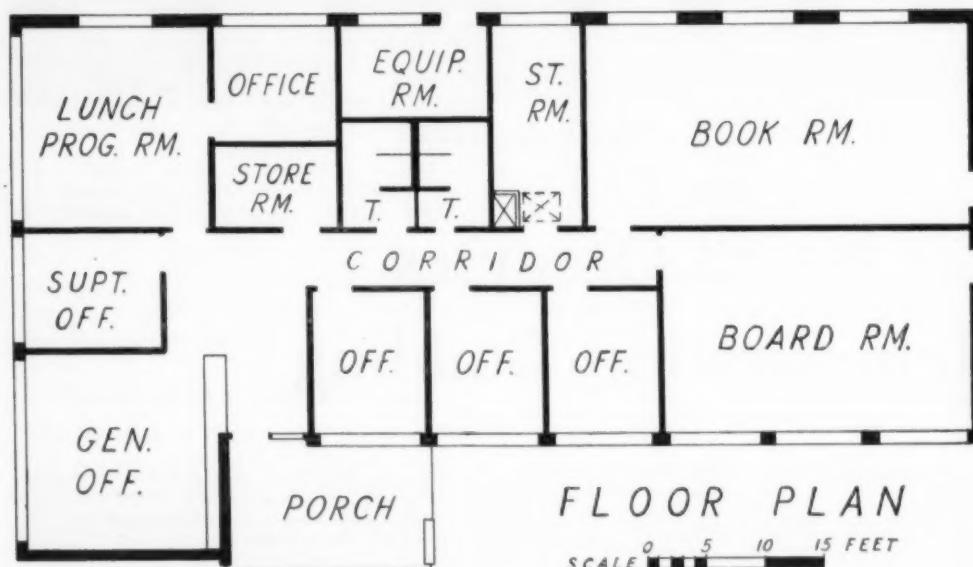
The exterior is finished in red brick, with wood window frames, and an asphalt shingle roof laid over felt insulation. All interior walls are gypsum board and plaster or plywood panels, and the ceilings are acoustical celotex. The walls are tinted, and the woodwork is painted in light colors.



Superintendent R. V. Kerr of Bossier Parish at his desk.



A corner of the general office.

Floor Plan, Bossier Parish School Board Office, Benton, Louisiana.
Neild & Somdal, Architects, Shreveport, La.

The electrical equipment includes fluorescent lighting in all offices, and outlets for desk lamps and motor-driven office devices.

The building is heated with fan-driven warm air and the equipment is of a type that permits of the use of the ducts for air conditioning during hot weather.

The administrative offices include private offices for Supt. R. V. Kerr and Supervisor T. L. Rodes. Separate offices are occupied by the visiting teachers, the bookkeepers, the lunchroom supervisor, and the supervisors of the adult education program. The bookroom is so constructed that it can be readily converted into three offices when the demand arises.

The board room is arranged for comfort and convenience and is especially pleasing with its plywood paneled walls and its dignified furniture. It has been found adequate for meetings of the board and conferences of the staff.



The architects who planned the building are Neild & Somdal, of Shreveport, La.; the contractor was H. R. Jenkins Construction Co., Shreveport.

THE NATIONAL EDUCATION ASSOCIATION AT ST. LOUIS, MISSOURI

In recent years the conventions of the National Education Association have become limited in attendance; they are no longer summer outings with great crowds listening in heated auditoriums to tedious addresses on current school problems and new educational philosophies. Now, they are policy-making meetings in which representatives of state and city associations determine the stands to be taken by these organizations and by their national office on problems of legislation, teacher welfare, and major educational and professional policies. The 88th convention of the Association, at St. Louis, brought together 3,300 delegates in the representative assembly and a goodly number of officers and executives of 24 dependent organizations which have departmental status in the general body.

The Association could not altogether forego speechmaking and so heard addresses from such leaders as Supt. Herold C. Hunt, Chicago, who spoke on "Art in Education"; Prof. Alonzo F. Myers, New York University, who discussed "Freedom to Teach and to Learn"; John W. Furby, Kansas City, who explained "The Educational Implications of the Air Age"; Commander George W. Craig, of the American Legion, who argued for "Patriotic Education"; Dean Edward K. Graham, of Washington University, St. Louis, who spoke of the dilemma of "National Security and Freedom in Higher Education." The Presidential Address of A. D. Holt, Nashville, Tenn., summarized the Association work of the past year.

Corma Mowrey, director of professional relations of the West Virginia Education Association, Charleston, was elected president for 1950-51. The total membership was reported as 453,979, the all-time high in its history.

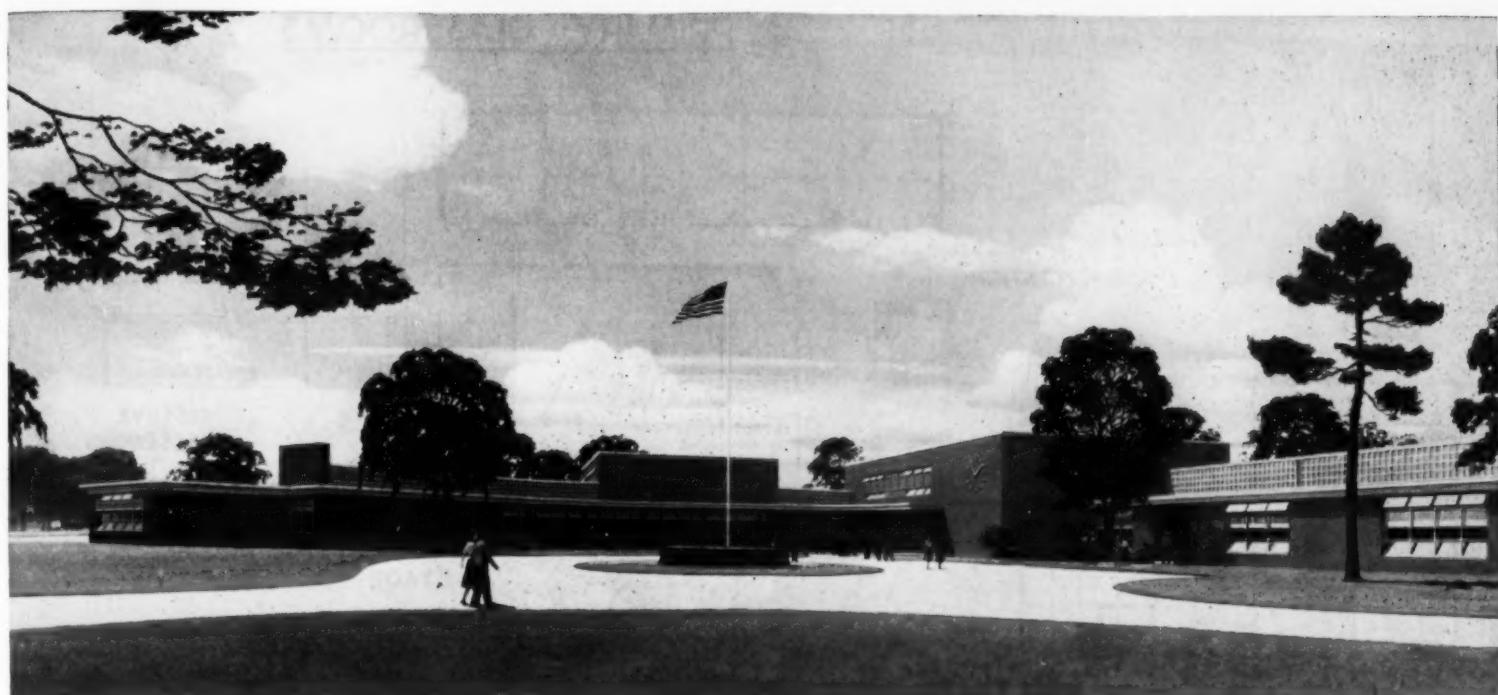
The Association reaffirmed its determination to bar from membership all Communists and to work against their employment as teachers. Anticipating expulsion from membership, the New York City Teachers' Union, which is Communist-dominated, voluntarily gave up its membership in the Association just before the convention began.

The race problem plagued the Association because of the inability of colored delegates to find accommodations in any but Negro hotels and private homes. An amendment to the bylaws passed by an overwhelming majority, was denounced as vague and indecisive by some Negroes because it simply asks "a maximum degree of equality" in housing and feeding members in convention cities.

The Association adopted an either/or resolution for federal aid, so worded that the organization commits itself against any possible use of public funds even for health and public safety services for children in nonpublic schools.

At one-day clinics: (1) the Association repeated its original recommendation for democratic participation on the part of teachers in school administration; (2) it recommended a reduction of teacher load at the secondary level; (3) support of the education of gifted children was urged; (4) it was argued that the Association's program for in-service professional training should be increased; (5) the harmfulness to children of many present programs of radio, television, motion pictures, comic books, and other mass media, was pointed out; (6) it was agreed that teachers' salaries should be increased and that the minimum should be at least \$2,600 for beginners with four years' training.

The maximum overcrowding of schools, due to the increase in child population, will take place in 1955, according to Everett Keith, of the Missouri State Education Association. A panel of teachers and principals agreed that the greatest crowding of schools is in the first two grades and that the peak will not occur for some years to come, even though the "bulge" will not continue for more than 12 to 15 years.



Perspective, Elementary School, New Canaan, Connecticut. The covered loading platform and the main entrance are in the middle of the picture. — Sherwood, Mills & Smith, Architects, Stamford, Connecticut. O'Connor & Kilham, Consulting Architects, New York, New York.

Steps in Planning an Elementary School Building

The Elementary School, New Canaan, Connecticut

EDITOR'S NOTE: In Parts I and II of this paper the preliminary program planning and the subsequent preliminary planning of the schematic layout for a complete modern elementary school, and the subsequent planning of the classrooms were described.

In Part III the actual plan and the construction of the building which is the outcome of the educational, the over-all architectural planning and the classroom planning will be described.

The new elementary school for New Canaan, Conn., occupies a site of approximately 12 acres, centrally located with a moderate slope and with a splendid stand of large, old trees. The over-all planning of the

building was carried on in such a way as to provide classrooms and large instructional areas adapted particularly to the elementary school program for children in the kindergarten and grades one to six inclusive.

The Classrooms

The building is oriented so that all classrooms have the preferred east or west exposures. The kindergarten rooms are an exception to this and face southeast, which is more desirable for these rooms. Classrooms have been arranged to allow natural separation of pupil age groups with kindergarten rooms in the east wing, primary (grades one to three) in the west wing, and intermediate

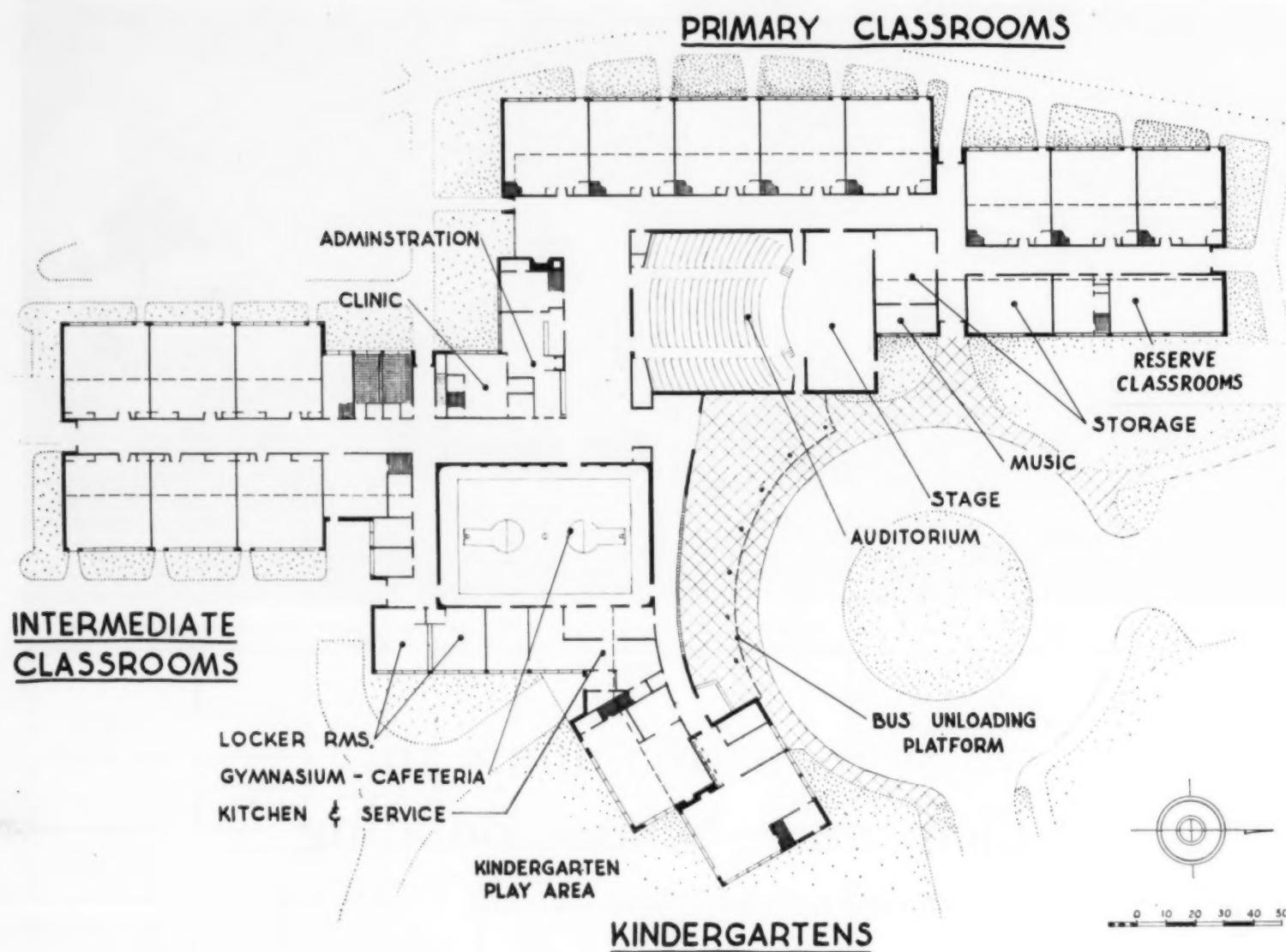
(grades four to six) to the south. Separate play areas are arranged to be directly accessible from and convenient to each group of classrooms.

Typical classrooms are approximately thirty feet square to allow generous floor area with maximum flexibility and minimum corridor length. Low ceilings are made possible by an unusual system of top lighting which provides natural light in the inner third of the room. Where possible, the corridors receive daylight illumination. Individual toilets are provided for each classroom at the kindergarten and primary levels.

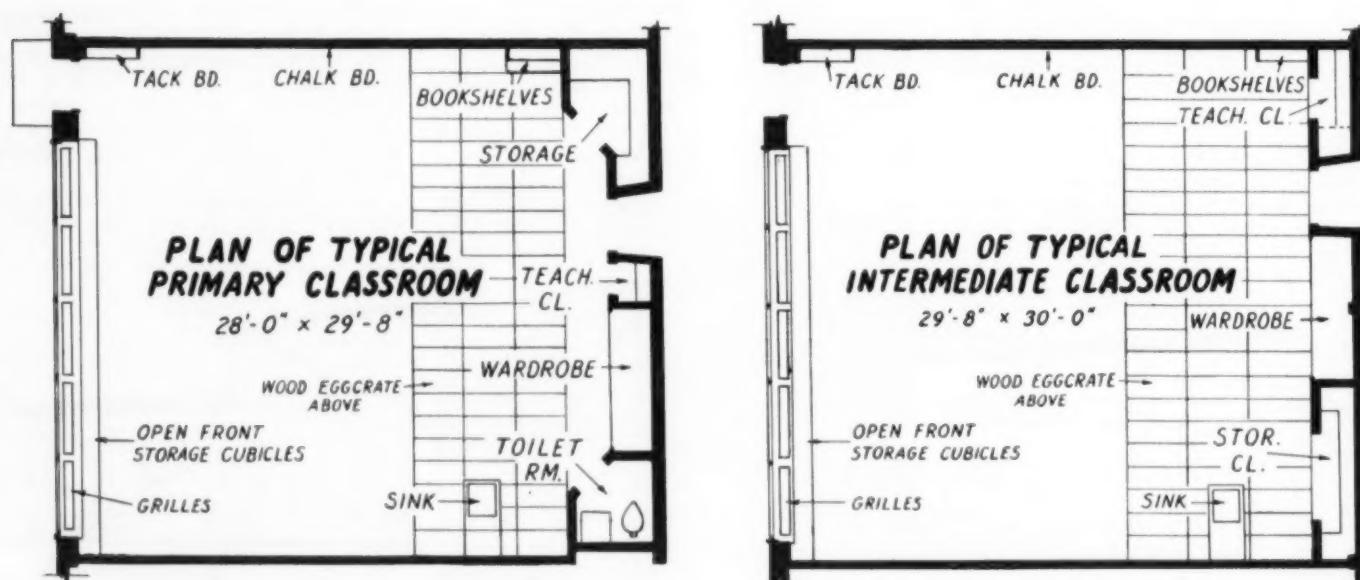
Two supplementary classrooms are planned at the northeast corner of the building. These



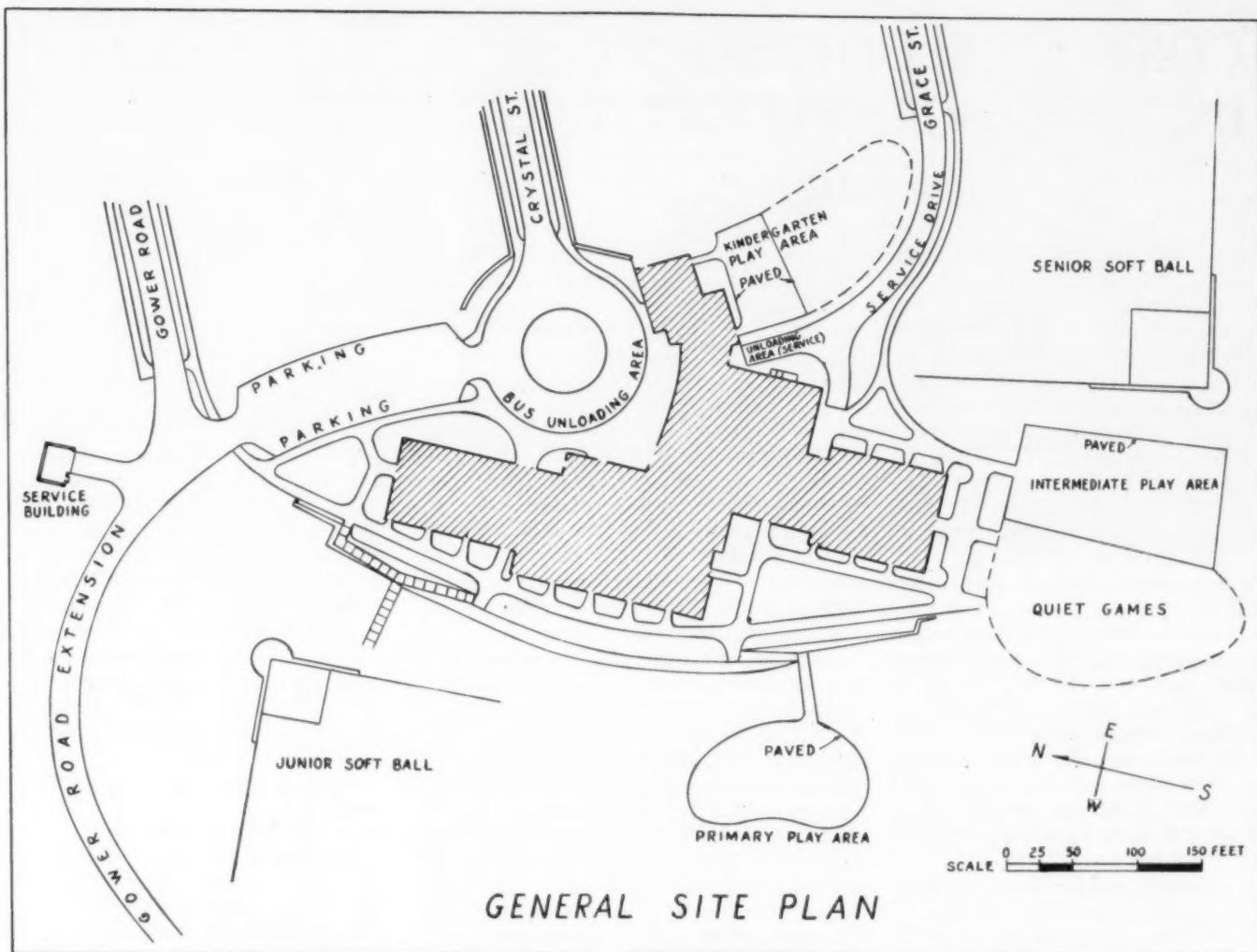
Section Through Classroom Showing the Clerestory Lighting.



Floor Plan of the Elen Primary School, New Canaan, Connecticut.—Sherwood, Mills & Smith, Architects, Stamford, Connecticut.



The typical classrooms contain modifications based on the age and needs of the children and the teaching methods in use.



The site is part of an old farm. It is centrally located so far as the present school population is concerned and is well adapted to quiet academic work as well as to outdoor play and evening use by adult groups.

are fitted with a folding partition for the sake of flexibility and may be used for special instruction of small groups, conferences, or student testing.

Two kindergarten rooms are so located as to be apart from the rest of the school, with separate entrances and play area. Each room has its individual toilet, activity alcove, and coatroom.

The Large Area Units

The Administration Unit. The administration unit faces south and is centrally located near the main entrance of the building where it has good control of the school activities and is convenient to various student groups, as well as the public. The general office is so placed to have direct access to the principal's office, the teachers' workroom, and the health clinic.

Community Use. The administration rooms, the auditorium, the playroom-cafeteria together with locker and kitchen facilities are grouped together to simplify community use of these elements. During evening activities, the balance of the building may be shut off with folding gates.

The Auditorium. The auditorium is provided with a sloping floor and has fixed seats for 400 persons. It has a generous stage, with adjacent storage work space, and a small office for the music instructor. The classrooms

across the corridor from the stage may double as dressing rooms when needed.

The Playroom-Cafeteria. For reasons of economy, the functions of outdoor playroom and cafeteria are combined in one space. The west wall is fitted with recessed folding tables and benches, which seat 180 during the lunch period. Serving counter, kitchen, receiving and storage of supplies are arranged east of the room. The playroom is planned for convenient access to the main play area to the south. It is well lighted by high, clerestory windows on the east and west walls. Locker rooms for boys and girls, a small office for the physical education director, and an athletic storage room are arranged for both outdoor and indoor activities.

Special Features

The Entrance Shelter. A sheltered platform is located at the main entrance to the school, where a large runaround for buses is provided. Simultaneous loading of four to five buses from the roofed area is planned. This space also doubles as a sheltered play area during bad weather.

The Heating Plant. A boiler room and a small storage area are located in the basement at the center of the building under the administration section.

The Exterior Design. The exterior has the low, informal lines that are suggested by the

one-story scheme and the arrangement of the floor plan. An effort has been made to maintain a small, intimate scale which would be consistent with young children. The outside facing is brick with white trim.

CONDENSED SPECIFICATIONS

Footings — poured concrete, reinforced under columns

Foundation Walls — poured under exterior walls, interior foundation walls of block

First Floor Framing — precast concrete joists with 2½-in. slab, reinforced with steel-tex, monolithic finish. Certain floors are slabs on gravel fill, reinforced, waterproofed, and provided with pipe trenches around perimeter

Exterior Walls — 4-in. brick, 2-in. cavity, 8-in. block, painted or plastered and painted

Windows — steel intermediate weight projected

Monitor — steel frame, fitted with glass blocks

Framing — steel columns, girders, beams

Roof — precast insulating roof slab, covered top side with built-up roof and acoustical tile on underside

Partitions — generally cinder concrete block

Floor Finishes — rubber tile, linoleum, or asphalt tile

Interior Doors — wood, with steel frames

(Concluded on page 65)

COST OF FLUORESCENT VS. INCANDESCENT LIGHTING

*Willard Alphin**

Architects, engineers, and school building committees are frequently offered conflicting arguments on the comparative cost of fluorescent and incandescent lighting and there is a great need for factual information on the subject. With this in mind, complete electrical plans were prepared for a recent school project — one plan involving fluorescent lighting and the other, incandescent. The school has 14 classrooms, a combination auditorium-gymnasium-cafeteria, and various offices. Both layouts were made to conform to the American Standard Practice for School Lighting, which requires a maintained value of 30 foot-candles on the desks and which also sets up maximum brightness values for fixtures. The incandescent layout therefore specified 12 indirect fixtures of 500 watt capacity each, in a 24 by 33 classroom, and the fluorescent layout 21 luminous plastic indirect fixtures in a classroom of the same size. The latter were arranged in three continuous rows of seven each. Some rooms, which have private toilets, have one less fixture to allow for the jog in the room.

The total electrical load for the incandescent system was 109,465 watts and the fluorescent system, 49,975 watts. One of the ways in which superficial comparisons are frequently made, to the disadvantage of fluorescent lighting, is to neglect any differences in wiring cost. Comparisons for a classroom are made by merely totaling the cost of incandescent fixtures and comparing the total with the cost of fluorescent fixtures for the same room. This neglects the fact that incandescent requires more than twice as much wattage to produce the same foot-candles level and that the wire sizes in mains, feeders, risers, etc., must be larger for incandescent.

For example, in this project, the incandescent system called for 109,465 watts of installed lighting load whereas the fluorescent system required only 49,975 watts. Both layouts were put out for bid on a bona-fide basis and bids were received from seven contractors, as follows:

The Bids Received

Bidder	Incandescent		
	Incandescent	Fluorescent	Difference
A	\$14,780	\$19,990	\$5,210
B	12,683	15,875	3,192
C	12,203	15,794	3,591
D	11,715	20,290	8,571
E	13,376	19,635	6,259
F	12,166	21,873	9,707
G	10,251	20,224	9,973

Cost in
% of
Fluor. Cost

*Engineer for Sylvania Electric Products, Inc., Ipswich, Mass.

Bidder C was anxious to use a different manufacturer's product than the one specified, and the smaller figure represents this product. Bidder G is known by the architect to have a personal dislike for fluorescent lighting and to have "loaded" the figures against it and favored incandescent in his bidding. This may also be true in one or two of the other cases.

From direct experience with the bidders on other projects, the architect felt that B and the lower figure under C represented the actual picture as far as bids are concerned, in which neither method is favored over the other by the contractor in arriving at his figures. Bidder B was actually given the job.

In order to allow some leeway in this discussion, let us assume that the difference in cost is \$3,600, which would cover either B or the lower bid of C. The difference in connected load is 60 kw. in round numbers and 500 hours is a conservative estimate of the number of hours per year during which school lighting is operated. This allows for the fixtures farthest from the windows operating longer than those near the windows with the average a little under three hours per school day. A school year is taken to include 180 days. Thus the difference in energy consumption between the incandescent and the fluorescent installation is 60 times 500, or 30,000 kilowatt-hours per year.

At a rate of 4 cents per kw. hour, the

operating cost of the fluorescent installation would therefore be \$1,200 per year less than the incandescent installation, which would pay off the difference in first cost in three years.

Other energy rates would have the following effects:

Rate per K.W.H.	Annual Saving With Fluorescent	Savings at Various Power Rates	
		No. of Years to Amortize of \$3,600	Additional First Cost
2	\$ 600	6	
3	900	4	
4	1,200	3	
5	1,500	2.4	
6	1,800	2	
7	2,100	1.7	
8	2,400	1.5	

It should be remembered that both installations meet the recommendations of the American Standard Practice for School Lighting. If this were not the case, the difference in first cost between incandescent and fluorescent would probably be somewhat less because an effort to lower the incandescent cost would involve merely reducing the number of fixtures. Reducing the fluorescent installation, on the other hand, would probably mean fewer fixtures and simpler fixture construction. Most schools use louvered direct fluorescent fixtures which are less expensive than glass or plastic indirect fixtures.

For a general rule of thumb, it can be concluded that on a comparable foot-candle basis and allowing for differences in wiring costs, hanging costs, etc., a fluorescent installation will cost from 25 to 30 per cent more than an incandescent installation.

Each interested reader can supply his own figure for an electrical rate, but it is evident in any case that the extra first cost of fluorescent will be offset in a short time by the savings in power consumption.

THE SECRETARY LOOKS AT THE RECORD

T. F. Miller¹

My secretary and I were cleaning out some old school records and placing into permanent transfer cases old accounts payable and other permanent school records. Among the minutes of the Escondido board of education were found the minute books of the various one-room school districts that have come into the Escondido Union. These were eloquent as expressions of human nature in the school board practice in the good old days.

From the Twin Oaks School the most revealing thing was the minutes of the board meetings, written by a clerk who was particularly reticent with his words. No set of minutes covered more than two lines. One entry read, "There being no business no meeting was held." This sentence was dittoed for the next eight meetings.

One meeting was described, "The clerk, Mrs. Worthington" (or perhaps that wasn't

¹Business Manager, Escondido Union School District, Escondido, Calif.

her name) "has gone to New York." At the next regular meeting someone wrote, "The clerk, Mrs. Worthington, still in New York." Then, just to show her gratitude to the other board members for suspending all school business for two months during her absence, at the very next meeting the clerk, Mrs. Worthington, up and resigned.

One year during the war they couldn't hire a teacher, so they closed up shop. The board meetings went right on, though, with the same generous descriptions. The final meeting was best. You could visualize, as you read, the tenseness of the meeting, the vibrance of the situation as the board gathered for the last time. Perhaps a tear was shed; surely a eulogy must have been given as this tiny, defenseless school was about to be swallowed up by the big, bad wolf, Escondido. At any rate, our literary friend, in his description of this scene, in his last recorded minutes, wrote most eloquently, "July 1, 1945 — met."



The Board of Education, Modesto, California, seated at its meeting table. Left to right: Karl Roth; Ian Hardie; Dr. E. F. Soderstrom, chairman; Mrs. Catherine Everett; Jack Wherry.

A Working Board of Education

Robert T. Elliott*

Meeting the problems of increased pupil enrollment and the accompanying problem of adequate housing for the pupils in a rapidly growing situation has occupied the attention of the board of education of the Modesto City School District, Modesto, Calif., since early in 1947. The District includes the Modesto Elementary District, Modesto High School District, and the Modesto Junior College District.

A careful study of the problems under the leadership of Dr. E. F. Soderstrom, chairman of the board, and Dr. James H. Corson, superintendent, has resulted in a building program in the Modesto Elementary School District affecting 17 buildings and totaling \$7,000,000 of construction.

Of the 10 elementary school buildings for grades kindergarten through eight, in use at the time the program was initiated, six had to be replaced to conform to the standards of existing California state school construction laws. Four of the buildings were of recent construction, but needed additional units. The board of education and members of the administrative staff found it necessary to plan seven new school buildings to meet the increased enrollment in the district. The eighteenth school is now being planned.

The High School Problem

In the Modesto High School District, the board of education found that the existing 20-acre site was inadequate for building facilities needed for an estimated enrollment of 4200 pupils by 1955. Plans were made for the construction of a second high school to house 1500 to 1800 pupils, and a 35-acre site was purchased. Bids for this high school have since been opened and awarded to the Payne and Son Company of Orinda, Calif.,

for \$1,011,950. The board found it necessary to award the contract for approximately half of the total construction desired to complete the high school as based on the estimated needs of 1955.

The existing school is known as the Modesto High School. In 1943 it was found necessary to demolish the auditorium and 18 classrooms due to faulty construction of an earlier year. The board began a program to rebuild the school as early as 1945, but it was not until 1947 that the first unit was completed, providing an administration unit, a library, and related services, and 13 classrooms. Additional construction nearing completion includes a seven-classroom shop unit, an auditorium, and seven classrooms, including a fine music department, a little theater, and two food laboratories. A total of \$2,432,000 has been spent or contracted toward meeting the needs in the high school district. Another two and a half million dollars will be needed to complete the two high school plants as planned.

In the meantime the members of the board are studying the problems of the Modesto Junior College District, anticipating construction needs of the near future. Dr. Henry T. Tyler is president of the Modesto Junior College.

State Aid to Be Asked

Undoubtedly, the Modesto City School District will make application for school building aids under the existing California state program known as Chapter 1389, the \$250,000,000 state aid bonding program voted in November, 1949. It has been estimated that a total of five million dollars will be needed in the elementary and high school districts.

The Modesto board of education does not devote all of its time and energy to building problems. At the beginning of the construction program, Supt. Corson recognized the necessity of having a well-planned curriculum at all grade levels and obtained Thomas W. Chapman as assistant superintendent of Educational Services. Mr. Chapman and members of his staff, including supervisors, co-ordinators, and Dr. Charles D. Yates, director of Counseling and Special Child Welfare Services, have at all times worked closely with the administrator in charge of new construction and his committees, in planning the new buildings to serve the needs of the child as interpreted through the educational services being offered by the school districts.

Members of the board of education include Dr. E. F. Soderstrom, Mrs. Catherine Everett, Ian Hardie, Jack Wherry, and Karl Roth.

THE EFFECT OF SEGREGATION

The costly results of separate school systems for Negroes and whites is discussed in the *Washington Post* for June 6. These costs are not only monetary but apply even more seriously to the educational results which are achieved in Negro schools where enrollments are low:

The decision of the Fourth Circuit Court of Appeals that Arlington County's Negro high school does not give its students educational opportunities equal to those afforded white students makes clearer than ever the already transparent impracticability of dual school systems. The point was reinforced by the Supreme Court's decision in the *McLaurin* and *Sweatt* cases yesterday [on June 5]. Arlington County's school board made a conscientious effort, as the board of education has done in the District of Columbia, to provide equal facilities for the two races. It failed not because it desired to discriminate but because discrimination is inescapable where segregation is the rule.

The Court of Appeals noted numerous particulars in which the Hoffman-Boston High School for colored students was inferior to the Washington-Lee High School for white students. Washington-Lee, to present only a single illustration, has a physics laboratory, a chemistry laboratory, and two biology laboratories with furniture and equipment which cost \$34,501; Hoffman-Boston has only one science room in which all of the sciences given in the school are taught, and the equipment cost \$1,934. The reason for the disparity is easy to understand. Washington-Lee has 1881 senior high school students; Hoffman-Boston has only 48, the Negro population of Arlington being small. It is manifestly not feasible to provide for 48 pupils the kind of laboratories and equipment that can economically be provided for 1881 pupils.

Segregation, apart from its ethical and social evils, is wasteful and costly. But, says the Court of Appeals, "the burdens inherent in segregation must be met by the state which maintains the practice." In Arlington County's case, the burden is an insupportable one. It cannot be maintained. There is no way in which the Arlington school board can give equal educational opportunities to young Negroes and young whites save by giving them the same opportunities—that is, by integration, instead of segregation.

*Administrative Assistant, Modesto City Schools, Modesto, Calif.

The American School Board Journal

William C. Bruce, Editor

WHOSE SCHOOL BOARD?

AFTER a school election the question is sometimes asked, What group of board members will control? Then again, the question arises, What group of citizens will influence the policies and projects engaged in by the newly elected board?

Will it be a one-man board? Will a majority group be formed to dominate its policies? Will a free hand be given to the professional workers? Will the board seek first and foremost the general welfare of the community regardless of personal or group interests? The answers to these questions will hinge primarily upon the manner in which the election was conducted. Was the nonpartisan idea followed, or was a political partisan group active? Where the latter situation obtained, the partisan trend will soon reveal itself in the selection of the president and the committees.

Where the nonpartisan plan has been followed, the organization of the board of education may be expected to recognize the character and fitness of those chosen to lead. These must have a proper concept of the scope and function of a public administrative body and an acceptable understanding of the delegation of duties and responsibilities to its expert executive. They must realize that the board is the representative, policy-making group and the professional workers are in charge of the executive and supervisory duties which direct the instructional services extended to the pupils. And here the school child becomes the center of interest, his educational and moral welfare become the vital objective. Hence, the school board can belong to no group of selfish or ambitious men—it belongs to the school child.

Frequently citizens accept a school board membership as a steppingstone to political preferment. Prestige is sought for higher political office and monetary compensation. Such persons should be discouraged from seeking public office at the expense of the school child.

The right-minded citizen, who accepts service in a school administrative body, can have no other purpose than his contribution to the progress of his time and day; namely, to prepare childhood for manhood and womanhood, and for the citizenship of tomorrow.

There is one type of new board member who is as undesirable as is the partisan. He is the man who is controlled by radical reform ideas and with stupendous notions that the school administrative executives and the system of education are all wrong. Radical changes are imperative, according to this member who fails to realize that a modern school system is the creation of many years and many minds. He readily becomes a disturbing factor in the deliberations of the board. At his worst, he is filled with back-yard gossip. The superintendent is all wrong; the curriculum and the teaching staff are rank failures. He imagines that he has a big job to perform in setting things right.

If he is a sincere and serious man he gradually learns that the superintendent is a capable man, that the teaching staff consists of loyal and efficient people. Finally, he awakens to the fact that radical reforms are not needed and would only unbalance the schools and hinder true progress of the school system.

Occasionally candidates for school board honors are interviewed by newspaper reporters as to their conception of the local school system and the tasks that they are willing to assume. As a rule, these pre-election observations are circumspect, yet designed to win the support of the voter. Unfortunately, some candidates express hasty views for supposed reforms which are not practical or desirable. On the whole, it is better for a candidate not to commit himself on controversial school questions until he becomes familiar with the inner workings of the school system, and then to adjust his attitudes within his official policy-making powers and responsibilities.

THE NONPROFESSIONAL SCHOOL WORKER

IN THE employment of professional workers, mainly teachers and supervisors, the modern school system has a relatively easy task: Recognized standards of education and experience can be relied upon for successful choices. In the employment of nonprofessional executives, and clerks and building operatives, the selections are not so easy. The safeguards of certification and licensing—except for certified accountants and stationary engineers—are absent, and the appointments must be based on the personal judgment of the appointing authority.

Under the classification of the non-professional employee who performs important and indispensable services in the administration of a school system, may be enumerated the business manager, secretaries, the

auditor, chief accountant, purchasing agent, superintendent of buildings, supervisor of janitors, etc. While each of these enters upon his office with a measure of general education and specialized experience, it can hardly be said that any of them were especially trained for public service tasks.

It is reasonable to assume that men develop higher standards of efficiency while in office. An intimate touch with a given task will develop new approaches, new skills, and new solutions. The ambition to excel not only prompts a person to rely upon native resourcefulness, but will also draw upon those agencies designed to raise standards of efficiency.

At various times colleges and universities have provided classes intended to prepare students for higher types of secretarial service and those tasks which come within the scope of both public and private executive and administrative occupations. More important than college training is the in-service education which nonteaching school executives can and do provide through such organizations as the Association of Public School Business Officials, which enters intimately into the problems and exigencies of the business administration of public schools.

This organization has long recognized the fact that the nonprofessional factors require aids and skills which may render not only a distinct contribution to the cause of education, but also that these factors in the nature of things, the manner of recruiting and operation, make additional incentives desirable and necessary. Nor, can there be any doubt that, if the nonprofessional workers of a school system are to be dignified into a career service, attended with adequate compensation and reasonable security of tenure, then they must primarily aspire to higher standards of efficiency. In so doing, they must avail themselves of the beneficent agencies which are provided for them.

Nothing can impress the school board more favorably than to find that those in their employ do not approach their several tasks in a mere humdrum, matter-of-fact manner, but avail themselves of correct underlying principles and the best procedures evolved by the best minds in their fields of work.

The thoughtful member of a board of education may feel assured that the professional educational workers have been wisely chosen and are under competent guidance and direction. He may feel less assured when he contemplates the nonprofessional factors attached to the school system. And there may be obvious reasons for this feeling of doubt.

Thus, it becomes doubly necessary to encourage business managers, school plant executives, and other employees in their efforts to advance and improve. Where there is room for progress no alert and wide-awake worker in a school system can remain inactive. The public looks with a more scrutinizing eye than it ever did before upon those who perform the work of the government, and this applies with particular force to the activities which stand closest to the taxpayer, namely, municipal affairs and school interests. Public confidence is best stimulated in the assurance that those engaged by the government are competent to, and do render, a specialized service with fidelity and completeness.

SCHOOL BUILDING STANDARDS

A common error among school board members is to be found in their attitude toward standards in school building construction. They feel that when standards have been set up for materials and types of construction these should be adhered to with a considerable degree of permanence. Their underlying thought is that the schools are public institutions and that they as board members have no right to experiment with materials that may not be safe or economical in the long run. In this connection, a firm of western architects, Ralph Flewelling and Walter Moody, remark that the fabric of new buildings and building methods is in a constant state of change:

Clients, as a rule, are usually disappointed to learn that a perfect building material has never been discovered. The 250-page document containing a job's specifications is concerned largely with the attempt to incorporate the best possible materials for a specific set of conditions, and instructions for using them.

Steel is a comparatively recent building material. Aluminum is even more recent, having advanced rapidly since developments in aircraft design. The use of glue, compared with metallic fastenings, is one of the significant innovations in recent building developments.

Building devices are in a constant state of flux. From one job to another, a new type of material or product might change the whole fabric of one or more phases of the building project. A new hinge, door closer, or new type of cement mixture means a new specification.

The building standards of school boards must be revised from year to year if they are to be genuine standards representing a serious effort to make each building as low in cost, as safe, as beautiful, and as efficient as is possible for ultimate economy.

Initiative is doing the right thing without being told. — Hubbard.

"All Aboard" —

Community Complaint a Golden Opportunity for Effective Public Relations

Edward M. Tuttle

"How can we turn community gripes into profit for the children?" writes a board member, and continues, "The community has a responsibility for in-school education. How can the people be roused to an understanding of the need for better school education, and united in their support of such a program? It's a large order."

It is, indeed, a large order, but it is also a golden opportunity. For only when the whole community, and not merely some segment of it, becomes truly concerned about the quality of its schools is any fundamental progress in sight.

Increasing Criticism Is Healthy Sign

There are more and more reports from all parts of the country that school boards and school administrators are under fire because the schools are said to be doing or not doing certain things.

This is not necessarily an indication that schools are deteriorating. It is rather a healthy sign that people are again taking an interest in public education and are failing to recognize or understand what they see because it is different from the memories of their own school days.

We are emerging from a considerable period during which people generally have paid little or no attention to their public schools. With public concern centered in problems of depression, war, and adjustment following war, schools have been left to get along as best they could.

On careful investigation, most communities discover that the schools have not been doing so badly considering what they have had to do with, or perhaps we should say, what they have had to do without. By and large, in the past decade, America has been using approximately 2 per cent of its national income for its public elementary and secondary schools. This is far too small an investment in an education for all children and youth designed to insure the future of our country in any adequate measure.

Again, it stands to reason that the educational process has not stood still while it has been forgotten by the public. Nothing else on the national scene has stood still. Think of the changes that have taken place since the early thirties in science and industry, in economic, social, and governmental affairs, and in practically every aspect of our daily living. Teachers and school administrators represent a profession which is constantly seeking to

advance toward a better understanding of its task and more effective means of securing the most desirable results.

If now, the public begins to wake up to a concern for its schools, and at first glance does not recognize the schools it used to know, and feels dissatisfied with the product the schools are turning out, what is to be done?

A Specific Example

Criticism usually originates with a single individual who develops a pet peeve. It may be real or imagined, but he is able to gather a small group to his support, and suddenly they burst into the limelight with a blast in the press or a petition to the school board.

Not long since, a Chicago newspaper picked up an item from another state which it headed "Parents Rap Modern Teaching." It reported that a group of 70 parents had protested to the board of education that "instead of so much attention in school curricula to social studies, global attitudes, human relations, etc., more attention should be paid to the simple virtues—the teaching of basic subjects, respect for authority, consideration of others, modesty, and pride in individual initiative." And so on through several type-written pages. On the face of it, this criticism sounds like good sense. The question is, how much basis of fact does it have in the schools of this particular community?

This community has a population of around 6000. There are, perhaps, 1500 family units of which, at any given time, not more than 40 per cent, or 600 families, would have children in school. Six hundred families with children of school age means somewhere between 1100 and 1200 living parents, say 1150. The 70 parents who signed the protest to the board of education, therefore, represented approximately 6 per cent of the parents of school children, and less than 1½ per cent of the adult citizens of that community. This is a first point to discover—the extent to which a criticism represents the feeling of the community as a whole.

Broadening Base of Understanding

Such a protest as that just described is very likely to be based more largely upon opinions than upon facts. What is needed, therefore, is not so much to present a counter argument as to involve those who are protesting in circumstances where they will have to discover and face facts—all the facts. Inevitably, their original views will then be modified.

"All Aboard"

At the same time, the public attention that has been caught by the controversy should be capitalized on by the school board and the school administration to include larger and larger segments of the community in a serious study of the schools in all their varied aspects.

Acting on the belief that "*all the people should have all the facts all the time*" about their schools, the board may well take the initiative in suggesting that groups composed of leading citizens and representatives of com-

What has been done about modernizing school buildings and equipment that depreciated during the war period?

Are the school facilities — buildings, land, and equipment — going to be adequate in the next decade to the requirements of the children already born into the community?

Is the school plant being used for maximum service to the community?

What is the best method of financing building programs?

What proportion of the school support is coming from local, county, state, and national sources?

1. The deficiencies of the schools are not nearly so serious as pictured in the original protest; but
2. There are revealed certain weaknesses and inadequacies in the school program if it is to meet most effectively the desires of the community; and
3. The only way in which lasting improvement can be secured is through greater community co-operation with its schools in respect to *a*) active, continuous citizen interest, and *b*) adequate financial support.

"When People Share, People Care"

A board of education which stimulates such a program of school-public relations in its community needs to possess abundant faith, courage, and patience. Faith in the essential soundness of the democratic process as the best method of finding right answers! Courage to accept the attack and counterattack involved in the process of getting at all the facts! Patience to give the program time to develop through its inevitable stages of confused groping, suspicious uncertainty, increasing understanding, growing co-operation, and ultimate agreement!

On the other hand, the rewards are great. In every community where such a program has developed and has been accepted as a continuing plan, the people are solidly behind the schools. Administrators and boards no longer have to give anxious consideration as to how the community will react to some change in the curriculum, to a request for an increase in the budget, or to a bond issue. They know beforehand where the people stand, and their time is spent carrying out the expressed wishes of the community itself, backed by adequate support to accomplish the desired results.

So, when a complaint in any community arises, and people begin to be agitated about their schools, the forward-looking board of education recognizes a golden opportunity to set in motion a program of public relations that will ultimately result in progress beyond their fondest dreams.

Through it all, the real goal should never be lost sight of in the midst of details. That goal is the very best and highest development for children, youth, and adults as individuals and as citizens of the community. In local public education American democracy should seek its greatest instrument for the perpetuation and increasing effectiveness of our cherished way of life.

Indiana Conference on Teacher Education

Three representatives of the National School Boards Association attended the Fifth National Conference on Teacher Education at Indiana University the week of June 26-30, 1950. This conference of 500 selected leaders from all states and territories was held under the auspices of the National Commission on Teacher Education and Professional Standards of the N.E.A.

(Concluded on page 48)

The Value of Open Discussion

"Men are never so likely to settle a question rightly as when they discuss it freely." — Thomas B. Macaulay.

Most of us have lived long enough to know that, concerning matters on which there is a sharp division of opinion, the right answer is rarely to be found at either extreme, but is usually somewhere in between. The process by which extreme views are gradually brought to a common focus is through discussion — full, free, and informed discussion. Every aspect of a question must be con-

sidered in the light of all the evidence that can be brought to bear upon it. Expressed opinion, unsupported by facts, cannot stand against the presentation of facts which must be taken into account in any wise decision. The freest possible exchange of information and ideas among the members of a group is the surest guarantee that questions at issue will be settled "rightly." — E.M.T.

munity organizations should work with members of the professional school staff to discover the right answers to such questions as —

Are the schools of this community seeking to provide for the balanced growth of our children and youth as human beings and as citizens?

How can school systems insure proper emphasis upon the fundamentals?

Should schools promote character and spiritual development, and if so, how?

Are parents satisfied with the methods of reporting their children's progress?

How many young people are dropping out of high school, and why?

What does the community as a whole think about the matter of discipline, and how it should be handled in the schools?

What changes, if any, should there be in the secondary school curriculum?

What procedures should be followed to recruit better teaching personnel?

Is adequate provision made for the orientation of new teachers and for the in-service growth of all teachers?

How do salary schedules in the schools of this community compare with those in neighboring communities and with other occupations that compete for personnel?

What is the status of the teachers as regards living conditions, personal freedom, social acceptance, and the like?

What about kindergartens? Vocational education? Adult education? Etc.

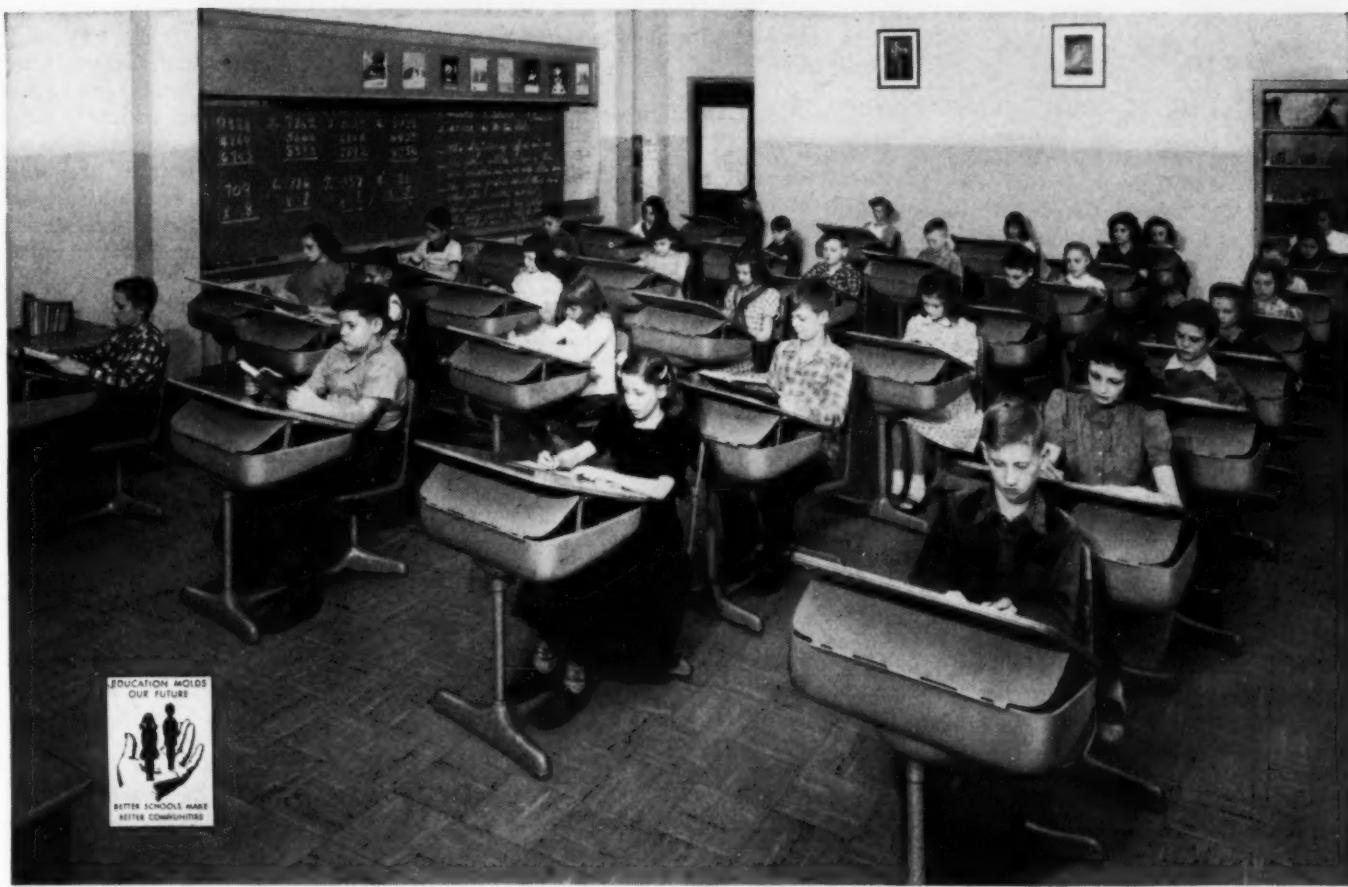
Is the community satisfied with the method of selection, quality of membership, and effectiveness of service of its school board?

How can most effective relations between the school and the community be established and maintained? And so on to countless other questions for which right answers have to be found.

The committees or councils or whatever they may be called set up to carry on a community study of its public schools are subject to infinite variation depending on local conditions. However, their successful operation rests upon certain fundamental principles which should not be overlooked:

1. That representatives of the largest possible percentage of the citizenry shall be involved.
2. That the public and the professional school staff shall work together and not separately or at cross purposes.
3. That recommendations shall be arrived at only on the basis of an adequate consideration of all possible evidence.
4. That final authority to carry out the wishes of the community rests with the local board of education.

The net result of all such investigation and study usually brings to light the following basic conditions:



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"All Aboard"

(Concluded from page 46)

The N.S.B.A. representatives, who acted as consultants to study groups in the conference, were Dr. Maurice E. Stapley, executive secretary of the Indiana School Boards Association, F. H. Trotter, president of the Tennessee School Boards Association and second vice-president of the N.S.B.A., and Edward M. Tuttle, executive secretary of the N.S.B.A. The latter found on checking up at the end of the conference that he had personally talked with over 120 persons from 37 states, many of whom were able to supply helpful information concerning school board activities.

This conference was of great significance. Two factors in the teacher supply are particularly critical and affect every school board and administrator in the country. These are (1) the growing shortage of teachers on the elementary level, and (2) the need for more adequate and universal standards of excellence among higher institutions devoted to the preparation of teachers. The layman attending such a conference as this is impressed with the earnest effort on the part of the professional leaders to get together to raise standards and improve the quality of the personnel that is to teach in public school classrooms in the years ahead.

At present there is a wide diversity in the standards which govern the preparation of teachers in the various types of institutions. The work of the Indiana Conference was devoted to a study of the characteristics which should typify adequate teacher-education institutions in such areas as objectives, personnel, organization, facilities and resources, finance, student policy and programs, general, special, and professional education, graduate study, field service, leadership, and the co-operative development and application of standards.

Meeting with the National Commission group were the State Directors of Teacher Education and Certification from some 51 state and territorial Departments of Education, and also officers and representatives of the American Association of Colleges for Teacher Education.

Vice-President Trotter at Peabody

The National School Boards Association was officially represented by its second vice-president, F. H. Trotter of Tennessee, at the Conference of Southern Leaders in Childhood Education held at George Peabody College for Teachers, Nashville, June 21-23, 1950. Leaders from 14 southern states were in attendance, representing a large number of co-operating state and national organizations, both professional and lay. Mr. Trotter addressed the conference on the work of school board associations and their vital concern for the improvement of public education. He also acted as the leader of one of the study groups.

A number of board members and association officers from several adjoining states were in attendance.

N.S.B.A. Memberships

Of the 32 states which were members of the National School Boards Association under the old \$25 fee plan at the time of the annual convention last February, 22 renewed for the first six months of 1950 under the new pro rata financial formula and one new state became a member. Five of these states paid the full amount of their scheduled goals, and nine others paid more than the basic membership fee.

It is interesting to observe how much more activity in the school board association movement exists currently in the West than in the East. Using the Mississippi River as a dividing line, 15 of these 23 member states, including all 5 of those meeting their full goals, lay west of the river. There were some striking exceptions, of course, and many indications that in eastern states where associations are older and often less strongly organized, a process of revitalization is in the making.

On July 1, the N.S.B.A. entered upon its first full fiscal year under the new plan. In accordance with the understanding at the Convention, nothing is retroactive, and all states started over with a clean slate to build up memberships for the year July 1, 1950 to June 30, 1951 to what it is hoped may be a 100 per cent representation of the existing state associations. Membership is obtained when the first \$100 of the state's pro-rata goal is paid. Subsequently, each state endeavors to pay as much of the difference between the base \$100 and its full goal as its own resources will permit in order to provide the N.S.B.A. with a working budget.

Even before financial statements and letters concerning memberships could be mailed to the 40 state associations early in July, some significant developments were reported.

The first state to become a member for 1950-51 was New Hampshire which had never before affiliated with the N.S.B.A. and which paid its full goal.

The second state member was Colorado, paying one half of its goal (more than enough to cover the base membership fee) and indicating that the balance of its full goal would be paid early in 1951.

Most significant was the action reported by the executive board of the Illinois Association of School Boards that their state would meet

its full goal (fourth highest in the nation) in 1950-51.

All this augurs well for the future. It is important that the school board association movement, state and national, stand on its own feet without dependence on any other agency. Abundant rewards and satisfactions will be forthcoming as the associations make themselves strong and co-operate effectively with other lay and professional organizations in the improvement of public education for America's children and youth.

New Directory Issued in June

More than twenty changes occurred in the officers of State School Boards Associations in the first six months of 1950. Accordingly, the N.S.B.A. issued a revised Directory late in June and sent it to a standing mailing list of co-operating organizations. Other organizations or individuals having use for such a directory may obtain a copy by writing to the National School Boards Association headquarters at 450 East Ohio Street, Chicago 11, Ill.

With the National Secretary

August will be a very busy month for the N.S.B.A. executive secretary. A quick trip will be made August 9-10 to the University of Georgia where a meeting of school board members in that state has been called to work out a more effective plan for the state school boards association. The week of August 13-19 will be spent at Indian Lake Camp in Northern Michigan where the second work conference of the Association for Supervision and Curriculum Development (A.S.C.D.) will be held. At this camp there will be "teams" of from three to five representatives (superintendent, supervisor, principal, teacher, parent, board member) from a half dozen or more communities in Illinois, Indiana, Michigan, and Wisconsin.

The week of August 21-26, the executive secretary will spend a day or two at the meeting of executives of teacher education institutions (A.A.C.T.E.) at the University of Wisconsin. Then from August 27 to September 2 he will be at Cornell University for the Fourth National Conference of Professors of Educational Administration.

Schedules for state meetings of school board associations during the fall and winter are rapidly shaping up and, among others will take the national executive secretary into North Dakota, Montana, New Hampshire, New Jersey, Virginia, and Texas which he did not have an opportunity to visit last year.

Preparations are also advancing for the national convention in Atlantic City, February 16-17, 1951. These dates should be noted by all state associations and an early selection made of the two official voting delegates to attend the national meeting. Headquarters will be at the Haddon Hall hotel and room reservation blanks will be sent shortly to all state associations.

NOTE: Permission is granted to State School Board Associations to reproduce the foregoing article provided acknowledgment be given to the SCHOOL BOARD JOURNAL.





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► The Kings County Supreme Court, in Brooklyn, N. Y., has upheld the New York public school released time program, which permits pupils to be excused from classes one hour a week for religious instruction. The court dismissed a petition by two Brooklyn parents who sought to end the released time program. The court pointed out that separation of Church and state has never meant freedom from religion but freedom of religion.

► Qualified Negroes must be admitted as students to the Missouri State University, under a decision of the Circuit Court of Cole County, Mo.

The decision marks the first important break in Missouri's policy and law requiring segregated public schools for Negroes, which have been in effect since 1865. In his oral ruling, Judge Sam C. Blair held that the refusal of the curators of Missouri University to permit three Negroes to enroll for studies available at Lincoln University, violated the equal protection clause of the Fourteenth Amendment to the U. S. constitution, and the guarantee of equal rights and opportunities under the state constitution.

The decision was rendered in a suit filed by the board of curators of the State University for a declaratory judgment determining Negro educational rights in Missouri and the duties of state institutions.

Bus Transportation

The Texas statute requiring that drivers of school transportation vehicles be required to give security of not less than \$2,000 conditioned upon careful discharge of their duties states the public policy of the state, and imposes a duty upon a public charity that operates a school bus to obtain some financial security in not less than that amount which shall be answerable to the pupils in the bus for any negligence on the part of the driver; and it would not be against the public policy to permit pupils to enforce the full extent of any security obtained by such a charity for their benefit. Vernon's annotated civil statutes, art. 2687a. — *J. Weingarten, Inc., v. Sanchez*, 228 Southwestern reporter 2d 303, Tex. Civ. App.

Boards and Local Districts

Public education is a state and not a municipal function. N. Y. Constitution, art. 11, 1. — *Buck v. State*, 96 N.Y.S. 2d 667, N.Y. Ct. Cl.

Education is a governmental function. — *Davidson County v. City of Nashville*, 228 Southwestern reporter 2d 89, Tenn.

Creation and Alteration of Districts

Under a Texas statute, requiring the consolidation of dormant school districts with adjoining districts and requiring that in case of county line districts the statute be followed by counties affected to the extent of the territory in each county, the authority of county boards with respect to the dormant county line districts was limited to lands lying within their respective counties. Vernon's annotated civil statutes, art. 2922-18. — *Naruna Common School Dist. No. 8, Burnet County v. Steele*, 229 Southwestern reporter 2d 107, Tex. Civ. App.

The purpose of a statute authorizing a special election for the annexation of the entire or part of a school district to another district to accomplish the annexation of all or a part of the district to an adjoining school district. Mo. R.S.A., § 10484. — *Sate ex inf. Rice ex rel. Allman v. Hawk*, 228 Southwestern reporter 2d 785, Mo.

Under a Texas statute requiring the consolidation of dormant districts with adjoining districts, a consolidation is mandatory but the selection of

the district or districts with which the dormant district is to be consolidated is in the discretion of the school board, and its exercise of the discretion will not be disturbed by the court, unless an abuse of discretion, fraud, undue influence, or the like is shown. Vernon's annotated civil statutes, art. 2922-18. — *Naruna Common School Dist. No. 8, Burnet County v. Steele*, 229 Southwestern reporter 2d 107, Tex. Civ. App.

School District Government

The New York Education Law imposes upon boards of education, as separate corporate bodies representing the state, the responsibility of furnishing an efficient system of public education and boards are not subject to or controlled by city authorities. N.Y. Constitution, art. 11, § 1. — *Buck v. State*, 96 N.Y.S. 2d 667, N.Y. Ct. Cl.

A board of education is a government agency of the state and is not a civil division of the state. N.Y. Constitution, art. 11, § 1. — *Buck v. State*, 96 N.Y.S. 2d 667, N.Y. Ct. Cl.

School District Property

The right and duty to select school sites is vested in the sound discretion of the local school authorities and the courts will not restrain or otherwise interfere with the selection of such sites unless it appears that the local authorities have violated some provision of law or that there has been a manifest abuse of discretion by them. G.S. § 115-85. — *Wayne County Board of Education v. Lewis*, 58 Southeastern reporter 2d 725, 231 N.C. 661, N.C.

School District Taxation

A tax anticipation warrant issued by the board of education in a city of more than 100,000 inhabitants pursuant to the statutory authority is in effect an assignment of a portion of the taxes and creates no debt. Ill. revised statutes of 1927, c. 122, § 155. — *Schreiner v. City of Chicago*, 92 Northeastern reporter 2d 133, Ill.

Teachers

The New York Feinberg Law, providing for elimination from the public school system of persons who are members of any organization which advocates the overthrow of the federal or state government by force or violence or by unlawful means, is the proper exercise of the state's police power, and hence is not unconstitutional as infringing upon the freedom of assembly, speech, and press. N.Y. Laws of 1949, c. 360; U.S.C.A. Constitution, amendment 14. — *Thompson v. Wallin*, 95 N.Y.S. 2d 784, N.Y. App. Div.

That the Feinberg Law provides that membership in any organization which advocates the overthrow of federal or state government by force or violence, or by unlawful means constitutes prima facie evidence of disqualification for appointment to or retention in any office or position in the public schools does not deny the due process of law, since no restrictions are laid upon rebuttal of presumption arising from its application. N.Y. Laws of 1949, c. 360; U.S.C.A. Constitution, Amend. 14. — *Thompson v. Wallin*, 95 N.Y.S. 2d 784, N.Y. App. Div.



Dr. Steven N. Watkins
Superintendent of Schools
Lincoln, Nebraska

Dr. Watkins, who has been elected to succeed G. S. Willey, is a native of Lincoln, and has been serving as superintendent of schools in Ames, Iowa, for the past four years.

After graduation from Lincoln High School, he entered Cotner College, Lincoln, where he received his B.S. degree in 1931. In 1935 he earned an M.A. degree at the University of Nebraska, and was given his Ph.D. degree in 1945.

Dr. Watkins has had an extensive educational career, having been a principal in Nebraska schools from 1932 to 1937, superintendent in the same state from 1937 to 1942, and superintendent in Iowa from 1942 to 1946. Before his present appointment he had been at Ames, Iowa, for four years.

He has been active in local and state organizations as a member of the city recreational board, and as past president of the Northwest Iowa Lakes Conference and the O'Brien County Schoolmasters' Club. He is a member of the National Education Association and the American Association of School Administrators.

liaison officer, to collaborate in fields of common interest with NIGP, by Francis R. Scherer, architect and superintendent of buildings of the Rochester board.

► At DeFuniak Springs, Fla., new members of the board include HARVEY CASEY, CLYDE BAKER, and L. E. LAIRD.

► The Milwaukee board of school directors, Milwaukee, Wis., has elected PETER T. SHOEMANN as its president for 1950-51. Mr. Shoemann is head of the Milwaukee Building Trades Council, AFL.

► LLOYD M. WEDEKING has been elected a member of the school board at Washington, Ind., to succeed Hanley Madden.

► FRANK L. SINCOCK, Supervisor of School Building Facilities for the Washington State Department of Education, in Olympia, has retired from the position after 38 years' service as an educator. Mr. Sincock was honored at a luncheon in the Hotel Olympian, attended by members of the state education staff, the state office for vocational education, and the state teachers' retirement system. Mr. Sincock enjoys an enviable reputation as an educator, having been a teacher, a superintendent, and a member of the staff of the State Education Department.

► MRS. CATHERINE MIERAS has been elected secretary of the school board at Carroll, Iowa, to succeed Mrs. Archie Gietz.

► ASAEL MOULTON has been elected clerk and treasurer of the board of education at Ogden, Utah, to succeed Miss Viola Clancy.

► RALPH MILLER, a member of the school board of Fond du Lac, Wis., has been replaced by Mrs. J. A. Nemick.

► DR. J. H. NICHOLSON, formerly principal of the Hutchinson, Kans., high school, has accepted a position as director of instruction in the Kansas State Education Department.

► ROY V. BOYER has been elected superintendent of schools at Stanley, Wis., to succeed C. W. Dodge.

► L. EUGENE JACQUES, of Aspinwall, Pa., has accepted the superintendency of the Harmar township schools near Tarentum.

PERSONAL NEWS OF SCHOOL OFFICIALS

► The board of education at Rochester, Minn., has reorganized with ROBERT P. GAGE as president, and DR. P. W. BROWN as clerk.

► The school committee of Worcester, Mass., has elected Miss ORA J. GATTI as art director, to succeed Leo T. Doherty, who has been named a third assistant superintendent in charge of the school plant. Miss Gatti was formerly an art teacher at Commerce High School before election to her present position.

► COL. JOSEPH L. ERNST, purchasing agent of the board of education of Rochester, N. Y., has been designated as a



THE NORTHFIELD TOWNSHIP MERIT SALARY SCHEDULE

The Northfield township high school board of education, Northbrook, Ill., has adopted a new salary schedule, developed by the high school faculty and the board of education. The schedule is of a merit type and is intended to establish a basic load for teachers without extra pay for extra work. All teachers are divided into five groups, according to educational requirements and approved years of teaching.

Teachers in Group A, having three years' approved teaching credit and an A.B. degree, begin at \$2,500 and go to \$3,100 by means of increases of \$75 to \$200. Teachers in Class B, holding an A.B. degree, begin at \$2,800 and go to \$3,700 by means of increases of \$100 to \$200. Teachers in Class C begin at \$3,200 and go to \$4,450 by means of increases of \$100 to \$250. Teachers in Class D, having an M.A. degree, begin at \$3,600 and go to \$5,200. Those in Class E begin at \$4,000 and go to \$6,000, with increases of \$100 to \$350.00.

The schedule sets a new high standard of merit and total income for schools in the Cook County area.

NEW SALARY SCHEDULE AT STERLING, ILLINOIS

The board of education of Sterling, Ill., has adopted a 1950-51 salary schedule, based upon training and experience. Teachers with 60 semester hours training and two years' experience start at \$1,800 and go to \$2,800 in the tenth year; those with 75 hours' training and 2½ years' experience begin at \$1,950 and go to \$3,000 in the eleventh year; those with 90 hours' training and 3 years' experience start at \$2,100 and go to \$3,200 in the eleventh year; those with 105 hours' training and 3½ years' experience begin at \$2,250 and go to \$3,400 in the twelfth year; those with 120 hours (B.A.) and 4 years' experience begin at \$2,400 and go to \$3,600 in the twelfth year; those with 135 hours' training and 4½ years' experience start at \$2,500 and go to \$3,800 in the thirteenth year; and those with 150 hours (M.A.) and 5 years' experience start at \$2,600 and go to \$4,000 in the fourteenth year.

Teachers already in the system are allowed full time for years taught. Teachers newly arrived receive recognition for former successful experience, beginning with one year and extending to a maximum of six years.

A leave of eight days with pay is allowed each year for illness, or critical illness or death in the immediate family. Unused allowances will be allowed to accumulate to a maximum of 24 days. A retirement plan has been set up and teachers will be retired upon reaching the age of 65.



SCHOOL BOND SALES

During the month of May, 1950, schools bonds, in the amount of \$118,642,367, were sold in the United States. The average yield of 20 permanent bonds, as of May 25, was 1.99 per cent.

The largest sales of bonds were made in California, \$58,936,000; Connecticut, \$3,380,000; Illinois, \$3,573,000; Michigan, \$3,553,000; New York, \$7,302,500; Ohio, \$2,039,200; Pennsylvania, \$2,276,000; Texas, \$11,803,000.

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During the same period, short-term notes, refunding, and tax-anticipation bonds were sold, in the amount of \$1,325,000.

SCHOOL BONDS

► The school board of Amarillo, Tex., has sold a \$3,000,000 bond issue to the John Nuveen Company, Chicago, at an average interest rate of 2.1688 per cent, and a premium offer of \$3,402. The proceeds of the bonds will be used for a school building program to include new schools, additions, and remodeling of old buildings.

► Collingsville, Mo. The school board has sold a bond issue of \$950,000 to the Harris Trust & Savings Bank of Chicago, at a net interest cost of \$207,260 and an average interest rate of 1.919 per cent. The bonds are to be used for new school buildings and new school sites.

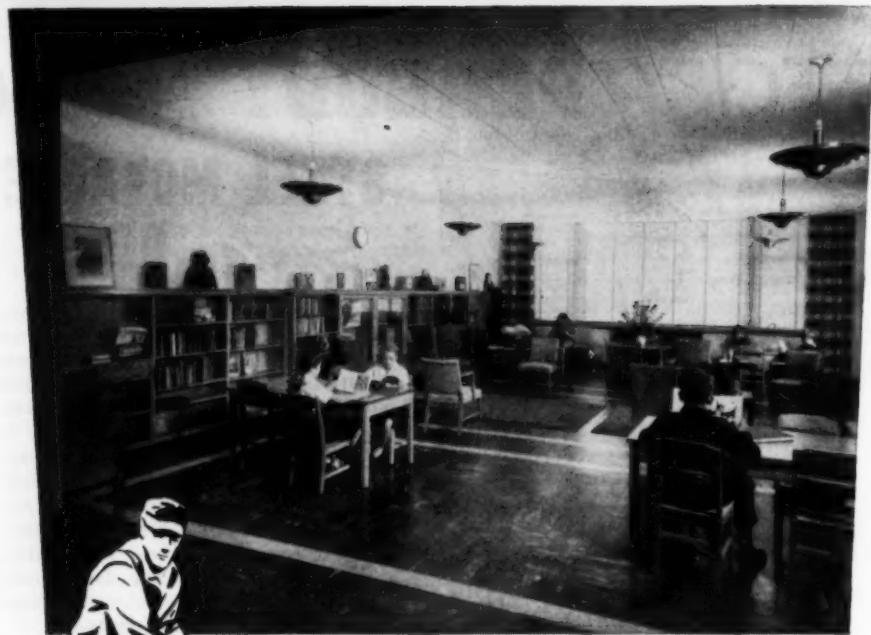
► The Plain Township board of Ohio has sold \$1,200,000 in bonds, maturing in 1951-70, at a price of 101.457, for a 2 1/4 per cent coupon.

► The independent school district of Dubuque, Iowa, has sold \$950,000 in bonds, to mature 1951-60, at 100.237, for a 1 1/4 per cent coupon.

► The Galena Park, Texas, school district has sold \$1,000,000 in school bonds, maturing 1951-85, at 100.04 for a combination of 3s, 2 3/4s, and 2 1/2s.

► The Needles, Calif., school district has sold \$400,000 in school bonds, with a 2 1/2 per cent coupon, maturing 1951-70, at a premium of \$5,879.

► San Antonio, Tex. The voters have approved a bond issue of \$9,500,000 for school construction purposes. The program calls for a number of new elementary schools and additions to present schools.



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SCHOOL FINANCE

► The Caddo Parish school board at Shreveport, La., has adopted a budget of \$4,889,403 for the school year 1950-51. Of the total amount, \$3,523,803 has been set aside for instructional expenses. Repairs to buildings and grounds will cost \$160,000.

► Beloit, Wis. The operating budget for the school year 1950-51 has been set at \$1,073,186. The total amount for all purposes will reach \$1,911,980.

► East Hartford, Conn. The board of education has approved its 1950-51 budget calling for a total of \$1,040,209, which is an increase of \$126,337 over 1949-50. Plant operation will cost \$50,975 and instructional expenses \$42,800 during the next year.

► The schools of Pima County, Ariz., have set up a budget of \$6,653,415 for the school year

1950-51, which is an increase of \$500,000 over 1949-50. The elementary schools have been allowed \$4,699,002, and the high schools a total of \$1,954,414.

► The new budget for the schools of Tucson, Ariz., for 1950-51 calls for a total of \$3,347,361 for the elementary schools, and \$1,567,073 for the high schools.

► Pasadena, Tex. The school board has approved a budget of \$1,588,170 for the school year 1950-51. Income from available sources will amount to \$1,552,828.

► Wichita, Kans. The school board has adopted its 1950-51 budget calling for \$10,972,232, which is an increase of \$2,771,078 over 1949-50. Operation of school plants will reach a total of \$5,001,806 during the next year, or an increase of \$250,335.

► Flint, Mich. The school board has adopted a



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Photo courtesy Hedrich-Blessing, Harper School, Wilmette, Childs and Smith, architects

budget of \$5,651,783 for the school year 1950-51. The sum of \$68,000 was reserved for modernization of buildings during the next school year.

► The school board of Moline, Ill., has sold \$950,000 worth of 20-year bonds, at a premium of \$58,035. The total bid on the 20-year bonds was \$1,008,035. The revenue will be used for the construction of three schools and the improvement of present schools.

► The East Baton Rouge parish school board at Baton Rouge, La., has approved a budget of \$4,102,856 for the school year 1950-51, which is an increase of \$345,000 over 1949-50. The largest items are \$1,920,488 for white teachers' salaries and \$824,367 for Negro teachers' salaries.

► Nashville, Tenn. The operating budget for the schools for the 1950-51 school year calls for a total of \$4,427,718. This sum represents an increase of more than \$110,000 over the amount allowed in 1949-50.

► The school board of Penn Township, Pa., has adopted a budget of \$1,100,000 for 1950-51, which is an increase of \$130,828 over 1949-50. The largest item is \$534,000 for instructional service, and \$213,595 for debt service.

► Santa Fe, N. Mex. The New Mexico state elementary and high school budgets for 1950-51 call for a total of \$31,983,158, which is an increase of \$2,525,741 over 1949-50.

► Oklahoma City, Okla. The school board has approved a budget for 1950-51, calling for \$6,200,000, or an increase of \$600,000 over 1949-50. The largest item in the budget is that for salaries of personnel. Salaries of new instructors, coupled with the annual increments, will raise the estimate of needs by \$500,000.

► Tulsa, Okla. The 1950 budget of the school board calls for \$4,524,934, or an increase of \$239,989 over 1949. Of the budget total, \$3,198,861 is for elementary schools, and \$1,326,073 for high schools.

► The voters of Muscogee County, Ga., have approved a \$4,250,000 bond issue for new school construction. The board has authorized the finance and buildings and grounds committee to contact the architects for preparing plans for the proposed building projects. The proceeds of the bonds will be used for repairs and additions to buildings, for new structures, and new sites to relieve crowded conditions in the county system.

► The school board of Albuquerque, N. Mex., has sold \$1,000,000 in school bonds, at an interest rate of 2.10 per cent, and a premium of \$3,225.20, which brings the net interest rate down to 2.0632 per cent.

► At LaGrange, Ga., the school board has sold a bond issue of \$1,400,000 for a school building program. Plans are being made to erect four grammar schools for white pupils and three schools for Negro pupils. The new program is intended to provide 14 well-equipped and modern schools for the entire school system.

► The board of education at Lincoln, Neb., has adopted a budget for 1950-51 of \$2,811,319. The budget will require an increase in the tax levy of .66 mills, raising the total to 23.68 mills.

► The Special Tax School Dist. No. 1, Duval County, Fla., has sold \$4,000,000 in bonds, at a net interest cost of 1.8767 per cent.

ACCOUNTING SYSTEM GOES INTO EFFECT

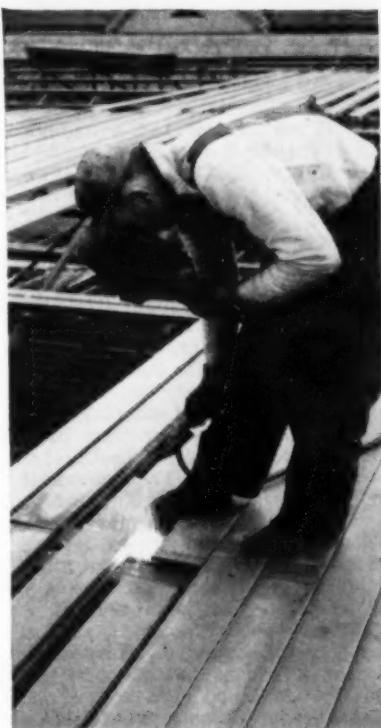
In all public schools in the state of Michigan a revised accounting system, prepared by the State Department of Public Instruction, has gone into effect. For the assistance of local school accountants, Bulletin 1022 has been prepared, outlining the new coding system, the method of entering items, the classification of expenditures, etc.

The new plan anticipates a careful distinction in accounting of current supplies and permanent equipment. Suggestions are made for the use of mechanical appliances and a complete glossary of terms is provided. It is expected that the new system will greatly improve the accuracy and uniformity of local systems.

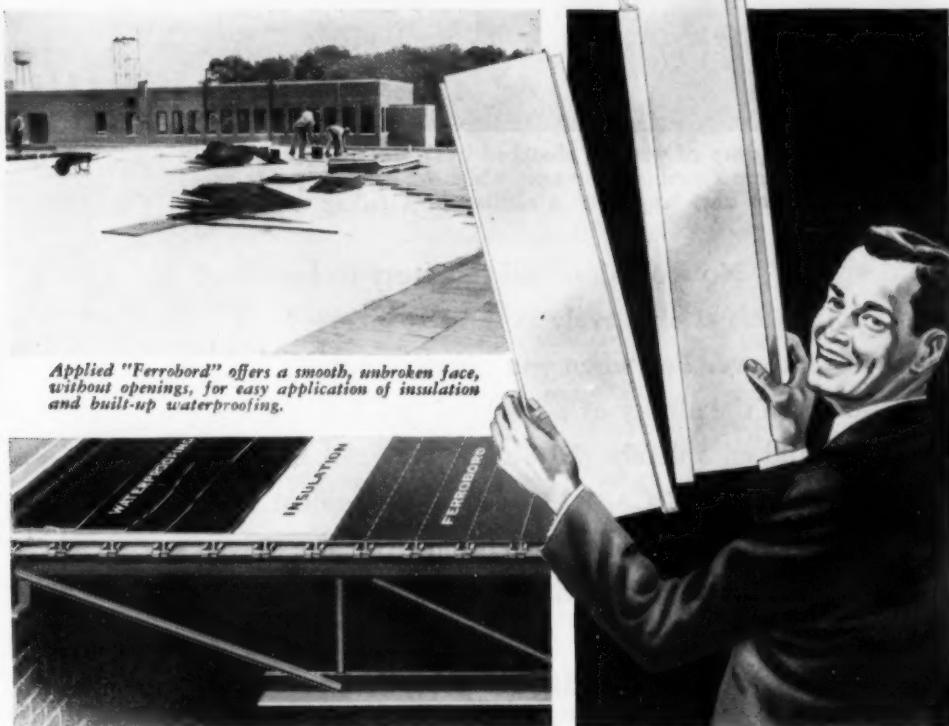


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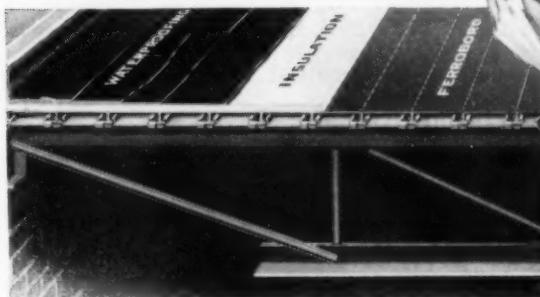
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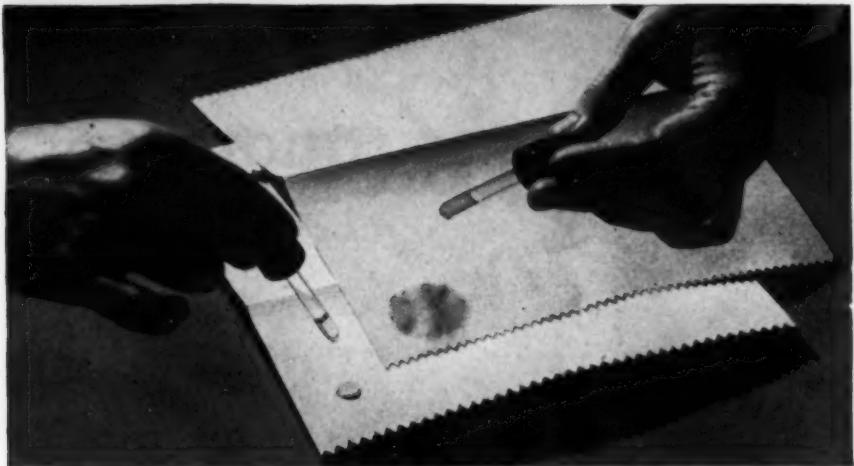
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**SCHOOL
BUILDING
NEWS**

► Four-year building programs have been approved by the State Board of Education of Virginia, for the period ending June 30, 1954, with a total value of \$77,377,278. The programs approved by the board in accordance with a \$45,000,000 grant by the Virginia general assembly amount to \$60,561,618 in new buildings and additions to existing structures. State funds available from the grant during the 1950-52 biennium are for use on this program amounting to \$13,596,548.

► Houston, Tex. The school board has employed Dr. J. G. Umstattd and Dr. Henry J. Otto, of the University of Texas, to conduct a

survey of the school plant, beginning September 1. The survey will cover a period of two months and plans for another bond issue will be delayed awaiting the report of the survey.

► Wilmington, Del. The board of education has begun a \$4,500,000 building program, to be financed jointly by the state and city appropriations. The program calls for the construction of two elementary schools for white children, the remodeling of a building for junior high school use, and the conversion of a junior-senior high school into a senior high school. The program is being developed step by step and the architectural planning is being done by Messrs. Pope & Kruse. The educational planning was done by Ward I. Miller, superintendent of schools.

► The school board at DeFuniak Springs, Fla., has begun plans for an \$800,000 bond election in the fall to finance an extensive building program. A new elementary school in Valley View, costing \$82,000, will be occupied in September.

► At Wewahitchka, Fla., the Gulf County school board has completed an addition to the high school, at a cost of \$110,000. Other new projects are a ten-room Negro school at Port St. Joe, costing \$64,000, and a junior-senior high school building, containing ten classrooms, a library, and auditorium, and costing \$162,000.

► The building commission at Milford, Del., has announced the contract let for a 20-room addition to the school, to be completed and occupied in August, 1951. This is the first of three additions to the school plant, to include an agricultural farm shop and manual training department, and a new dual gymnasium. The successful passage of a local referendum will provide 46 per cent of a total building program of \$610,000.

► Supt. Charles Bevis, of Fort Myers, Fla., has announced that a new junior high school has been completed and will be occupied in September. The building comprises 25 classrooms in addition to a library, an auditorium, science laboratories, industrial-arts rooms, home-economics rooms, a music building, and a gymnasium. Other new projects are two additions to the Dubar Negro School, and an addition to the J. Colin English School, to be ready in the fall.

► Supt. Paul F. Colbert, of Hollywood, Fla., has announced the completion and occupation of a new high school plant costing \$1,500,000. The plant comprises eleven buildings and its usefulness has been shown in one year of operation.

► The Broward County, Fla., school board, under the direction of Supt. U. J. Bennett, has launched a pay-as-you-go building program for the county, which involves a cost of about \$500,000 a year for the construction projects. A Negro high school has been completed and is ready for use in Fort Lauderdale.

► West Aurora, Ill. Contracts have been let for additions to the high school and the Greenman elementary school. The high school addition, which provides space for the music department, will cost \$75,000. The elementary school addition which includes a multi-purpose room, a gymnasium, and an auditorium, will cost \$100,000. Construction work has been started on a new senior high school, to cost approximately \$2,000,000.

► The new Dieterich School, at East Aurora, Ill., has been completed. This building which comprises six rooms and an auditorium-gymnasium, was completed at a cost of \$300,000. A new four-room primary school, the Oliney C. Allen School, will be erected, at a cost of \$65,000. A three-room addition has been erected for the Beapre School.

► Portland, Ore. Plans have been begun for the new Lincoln High School, to cost \$2,500,000. Hollis Johnston has prepared plans for a 50-classroom building, to be completed by the fall of 1951.

► The voters of Farnumwood, Mich., have approved a \$7,000,000 bond issue for a school building program. Plans are being prepared for the Ralph M. Freeman Elementary School.

► Louisville, Ky. Preliminary plans have been started for the new Central High School, to accommodate 1600 students, and to cost about \$2,000,000. Plans are being prepared by Thomas J. Nolan & Sons, architects.

► Birmingham, Mich. Construction work has been started on the new high school building, to cost \$2,109,765.

► Blue Island, Ill. Construction work is progressing on the new high school, gymnasium, and auditorium, to cost \$1,500,000 at completion. Planned to occupy a 27-acre site, the structure will include a stadium, tennis courts, a garage, and a baseball field.

SCHOOL BUILDING CONSTRUCTION

During the month of June, 1950, 16 school building projects were reported in 11 states west of the Rocky Mountains, at an estimated cost of \$6,291,000.

Dodge reports that in 37 states east of the Rocky Mountains contracts were let during June, 1950, for 832 educational buildings at a valuation of \$128,280,000.



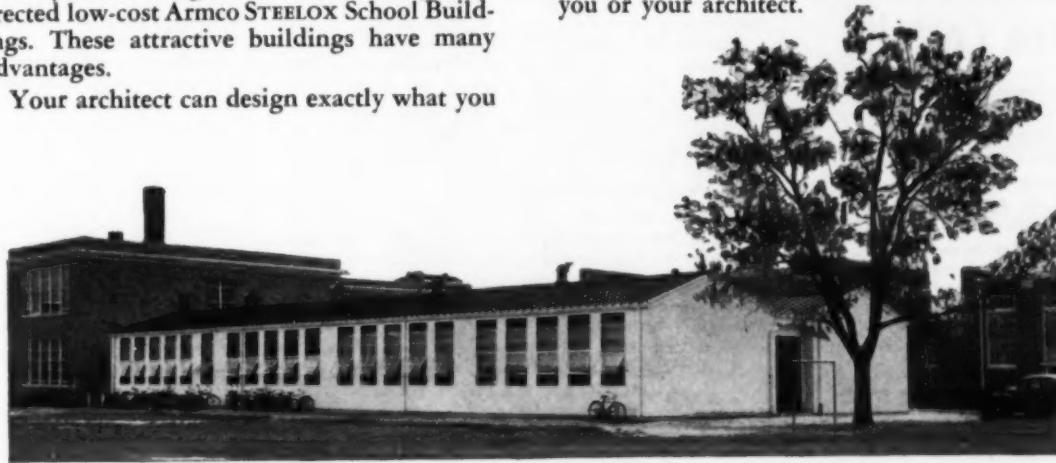
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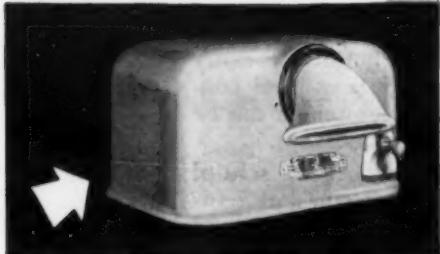


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SCHOOL ADMINISTRATION IN ACTION



PAYMENT FOR INJURIES

The Boston, Mass., school committee has recently ordered that students who have sustained injuries in the course of athletic games and other physical education activities shall be compensated for the actual hospital and medical expense incurred. The director of physical education, the director of hygiene, and the business manager are to constitute a panel with authority to administer funds made available and are to pass on each case presented to them. Applications for the payment of hospital, surgical, and medical bills must be presented by parents or guardians. In each instance the teacher or coach in charge must certify that the injury was sustained in the course of a game or practice under the school program. A doctor satisfactory to the Panel must certify that the expense sustained in hospital or medical care is reasonable. Finally all bills and other documents relating to the case must be filed. In no case is more than \$300 to be paid for one injury without special vote of the school committee.

OFFER WIDE RANGE OF EXPERIENCES IN ROCK RAPIDS, IOWA

The public schools of Rock Rapids, Iowa, under the supervision of Supt. A. O. Voogd, carried out a number of purposeful activities during the school year 1949-50. A kindergarten demonstration was held, with the pupils dressed in black paper capes and caps. Following the exercises there was a meeting of the parent-teacher association.

Early in the spring, a county Career Day was held, with Ray Bryan, of Iowa State College, as the speaker. Fifty panel members discussed various occupations during a series of panel discussions. The Schoolmasters' Club sponsored the event.

During the year 1949-50 the commercial department carried out a work-experience plan, allowing each advanced student to spend two hours a day in a business office during the last six weeks of school. Many employers offered to give the students work in their offices during the summer. The commercial teachers checked the pupils' work and conferred with their employers.

The first evening school vocational agriculture program was concluded with graduation exercises. A group of 103 farmers participated in the program, and 47 night school students were given diplomas. A farm editor gave a talk before the assembled group.

A PLAN OF PRIMARY GRADE ORGANIZATION

The elementary schools of International Falls, Minn., under the direction of Supt. Leo H. Dominick, carried out a plan of primary grade reorganization during the school year 1949-50. The plan eliminates annual promotions and retentions and helps pupils progress through the primary unit at their own speed. Under the plan teachers were given suggestions for guiding the primary pupils, for directing their reading, and for advancing children through the reading plan.

The plan was successful in accomplishing a number of objectives. It was effective in promoting better reading adjustment by eliminating haste; it promoted better mental health by removing strain and tension, and by eliminating experiences with failure; it was successful in easing the burden on the teacher which accompanies the forcing of pupils through a set curriculum; and it caused teachers to become more conscious of individual differences and encouraged them to adapt their instruction to the ability of the children.

PROGRESS MADE AT GLENCOE, ILLINOIS

During the school year 1949-50, under the direction of Supt. Paul J. Misner, a flexible grouping plan was inaugurated, which assigned pupils to teachers by divisions in primary and intermediate grades.

Home contact reporting by conferences with teachers was tried out in the primary and intermediate divisions. A counseling program of special services was inaugurated for classes in music, arts and crafts.

An in-service training program was introduced for teachers, with a staff planning committee in charge.

During the year, an administrative council was organized for strictly administrative matters, which was co-ordinated with a staff planning committee. A new personnel policy was introduced for probationary, professional, and career teacher levels, which included a new teacher-evaluation and selection plan.

OPERATE SUMMER PROGRAM

The Okeechobee County school board at Okeechobee City, Fla., has inaugurated a summer program in compliance with the 1947 Foundation Program Law, which utilizes three special units for white children and one for Negro children. Supt. Roger L. Jones reports that these programs are adapted to the needs of the young people of the community, including summer recreation, band training, and library facilities. A schedule has been arranged to care for all age groups so that all children may have an opportunity to participate.

The Negro unit is being used regularly to provide recreation as well as supervised study for retarded students during the daytime, and for an adult program in the evening, with classes in reading, writing, and arithmetic. It is expected that these classes will provide better social living conditions for the welfare of residents of the county. The entire work has been arranged and is being supervised by Supt. Roger L. Jones, of the Okeechobee city schools.

SCHOOL ADMINISTRATION

► At Kewanee, Ill., during the school year 1949-50, an enlarged program of testing was carried out, under the direction of K. B. Beasley, superintendent of schools. The program included the use of several special tests, under the direction of a special teacher. During the year committees of teachers in each subject area met to evaluate the textbooks and methods. As a result of the new plan, changes have been made in several textbooks and in the curriculum offered, and a new report card and permanent record card have been put in operation.

During the year a hot lunch program was inaugurated to take care of rural elementary pupils who attend the Central Grade and Junior High School. Another innovation was a home-to-school intercommunication system for senior high school students unable to attend classes because of a physical condition. One boy was graduated in June without having attended a single class during his four years. A special talk-back radio was utilized in keeping the boy in contact with his classes and taking part in the classroom work.

During the year 1950-51 the high school curriculum has been enlarged to offer French, distributive education, and diversified occupations. At the junior high school level, a modified common learning program will be put into operation.

NEW PUBLICATIONS for School-Business EXECUTIVES

Financing Public School Construction

Compiled by Charles A. Quattlebaum. Paper, 74 pp. Prepared for the Committee on Education and Labor of Congress and issued by the U. S. Government Printing Office, Washington, D. C.

A report to Congress having special reference to the need for more and better school buildings and proposals for federal participation in providing them. The first section contains an analytic summary. Other sections include a digest of selected studies on school construction needs, antecedent federal programs and legislative proposals, bills introduced in Congress, attitudes of organizations and agencies, trends of population and school enrollments, and relative ability and effort of the states to support education.

Taxes and Economic Incentives

By Lewis H. Kimmel. Paper, 217 pp. Brookings Foundation, Washington, D. C.

This study of the tax situation since the close of the fighting war is an analysis of the present systems of local, state, and federal taxes and their repercussions on the economy of the individual and of business and industry. It emphasizes phases of the problems of taxation which the public official, particularly the individual interested in getting more for his division of government, is inclined to brush aside. The school executive who would work intelligently for higher school taxes should be acquainted with the phases of the problem here presented. We can have no solid progress in educational support without consideration of the effects of the tax load on our economy.

State Government Finances in 1949

Prepared under the direction of Allen D. Manvel. Paper, 56 pp., 30 cents. Published by the Government Printing Office, Washington 25, D. C.

A report on a study of state finances for the year 1949, showing the trends since 1940 in state general revenue, general expenditure, and total debt, and including a comparison of 1949 totals of income and outgo for the 48 states. The report shows that the spending by the 48 states was nearly twice as great in 1949 as four years earlier, totaling \$11,782,000 as against \$10,400,000. State revenue was at a new high of \$10,991,000. Although the amount of debt issued by states was less in 1949, it greatly exceeded debt retirement.

Unit Five Studies Its Building Needs

Compiled by J. L. Landes. Paper, 134 pp. Issued by the Bureau of Research and Service, College of Education, University of Illinois, Urbana, Ill.

A report of a survey of the McLean County Community Unit School District No. Five, conducted by citizens, teachers, and pupils of the community in cooperation with the University of Illinois. The survey contains a study of the school population, the enrollments, per pupil valuations, tax rates, school bonded indebtedness, budgeted expenditures, and salaries of teachers which will be used in preliminary plans for a long-range building program. The program calls for three new schools, additions to three schools, and remodeling of three buildings. It also includes a multi-purpose room, a health workroom, and other new facilities in existing school plants.

New Sources of Local Revenue for Public Schools

Compiled by Arnold Joyal. Paper, 23 pp., 25 cents. National Education Association, Washington 6, D. C.

This study makes clear that schools still depend on the property tax for their main local revenue. The fact that property is now taxed to the limit is causing local governments to seek new sources of revenue. In the present study 1611 city school officers reported 20 types of nonproperty taxes levied in 1949 for local purposes. The report seems to assume that the schools share ultimately in some of these special new taxes. It would be interesting to know just how many schools do share, and to what extent.

Two Years of Educational Progress, 1948-50

Compiled by United School Committee of Louisiana. Paper, 68 pp. Published by Parish and City School Boards, Baton Rouge, La.

This document supplies impressive evidence, in its descriptive text and in a large collection of photographs, of the progress which has been made in the school plants and in the scope of the educational program in rural and city school systems throughout the state of Louisiana. It is particularly heartening to note that the newest school plants are distinctly functional in plan and dignified in design.

Simplified Municipal Accounting

By the National Committee on Governmental Accounting. Cloth, xiv-162 pp. Municipal Finance Officers Association, Chicago 37, Ill.

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This manual for small cities, based on the Accounting Manual for Small Municipalities by C. H. Chatters, represents the long experience of a large group of professional accountants who either contributed the very complete series of practical forms and procedures here recommended, or assisted in the formulation of the accounting principles on which the entire work is based. The authors are fully conscious of the ultimate social and political values of public accounting and of its utility in achieving the immediate ends of a local regime as well as the deeper purposes of a democratic local government. They urge that at least seven principles must be common to effective financial records: (1) the use of double entry, (2) a common terminology under which accounts can be standardized for comparison, (3) the use of accrual and/or cash accounting, (4) uniform classification of accounts under the common terminology, (5) accounting by established funds, (6) budgetary control and definite help in budget making, (7) compliance with state and local requirements. The ten chapters take up the specific methods used in various communities as applied to accounting statements, the basic records, the setting up of accounts, recording receipts and

disbursements, journal entries, budgeting, public utility accounting, and cost accounting and auditing.

School accountants will find the work a mine of information on problems for which the usual school accounting manuals provide no answer.

Facts About Cold Cathode for School Lighting

Compiled by Don N. Ingwersen. Paper, 42 pp. The Illuminating Engineering Co., 2347 E. Nine Mile Road, Hazel Park, Mich.

The booklet is a report telling the story and explaining the merits of Cold Cathode for school lighting. The material includes engineering data applying to Cold Cathode lamps and lighting fixtures, which may be useful in the calculation of lighting, distribution of light, circuit loading, and other phases of light installations. It includes a description of different types of fixtures, a summary of the different features of Cold Cathode lighting, and an outline of the typical state code requirements for classroom lighting.

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SCHOOL BUSINESS OFFICIALS WILL MEET IN CHICAGO

The annual meeting of the Association of School Business Officials will be held September 25 to 28, at Hotel Sherman, Chicago, Ill., with President Francis R. Scherer, of Rochester, as chairman.

President Scherer has arranged the preliminary program for the meeting. At the sectional meetings, each in charge of a chairman, there will be discussions on accounting and finance, maintenance, personnel problems, plant operation, purchasing, and schoolhouse planning and construction.

The first general session will be on Monday morning, at which Dr. William H. Alexander, of Oklahoma City, Okla., will give a report. At the final general session on Thursday, Dr. Paul Misner will talk on "Public Relations for Schools," and Beardsley Ruml will represent the National Citizens Commission for Public Schools. James M. Spinning, of Rochester, N. Y., in his address will suggest the trend of education and its import in business administration.

The sectional meetings will be as follows:

Accounting and Finance, Harold E. Akerly, Rochester, N. Y., chairman. This section will discuss Accounting and Finance, Uniformity, Auditing, and New Sources of Revenue.

Building Maintenance, G. R. Miller, Denver, Colo., chairman. This group will discuss Repair and Refurnishing of School Furniture, Preventive Maintenance, the Lighting of Classrooms, and a Maintenance Program.

Personnel Problems, Schuyler C. Joyner, Los Angeles, Calif., chairman. This division will take up the Business Manager and Personnel Relations, the Problems of Employee Organizations, Recruiting and Induction of Personnel, the Adjustment of Grievances, Salary Problems, the Dismissal of Unsatisfactory Employees, etc.

Plant Operation, V. Harry Rhodes, St. Louis, Mo., chairman. This section will discuss the Cen-

tral Office Administration and Field Supervision of Plant Personnel, the Selection and In-Service Training of Custodians, the Transportation of Children by Bus, Floor Treatment, Heating and Sanitation, and Dust Control.

Purchasing, A. F. Nienhuser, Cleveland, Ohio, chairman. The discussion of purchasing problems will center around the purchasing function as a major responsibility of school-business management, the Problem of Purchasing in Large and Small Communities, the Value Analysis of Production, Public Relations, the Development and Maintenance of Sources of Supply, Legal Aspects of Purchasing.

Schoolhouse Planning and Construction, John W. Lewis, Baltimore, Md., chairman. The school planning section will discuss Building Surveys and the Administration and Financing of Building Programs, the Modernization and Rehabilitation of Old Buildings, the Problems of Design and Material for Economical Construction, Site Development, and the Problem of Functional Planning.

A.A.S.A. WILL MEET IN ATLANTIC CITY

President Warren T. White has announced that the American Association of School Administrators will hold its national meeting in Atlantic City, N. J., February 17-22, 1951.

The headquarters, registration, general sessions, and exhibits will be housed in the Atlantic City Municipal Auditorium.

Information concerning hotel reservations can be obtained by writing to the AASA Housing Bureau, 16 Central Pier, Atlantic City, N. J.

FRANKLIN, PENNSYLVANIA SCHOOLS MAKE PROGRESS

During the past two years, the city of Franklin, Pa., made preliminary plans and carried out a broad program of expansion and improvement of the school plant. Special features in building improvement included the remodeling of the

Far-Sighted Choice for Sound Planning



TUBULAR STEEL SCHOOL FURNITURE

In Carefully Graded Sizes

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Heywood-Wakefield School Furniture Division
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homemaking department, the building of a communications studio, the provision of modern fire-proof files for the principal's office, and painting of the interior of all buildings. The administrative policies have been reorganized, placing the superintendent in charge as the chief executive officer of the school district. Under the new policy the superintendent can proceed with power to delegate authority to principals, supervisors, and other school officials.

The public relations program has been revised and improved to provide needed support for the program carried out. The local newspaper gives generous space to the schools. The entire community is acquainted with the program of improvement and has evinced justifiable pride in the accomplishments.

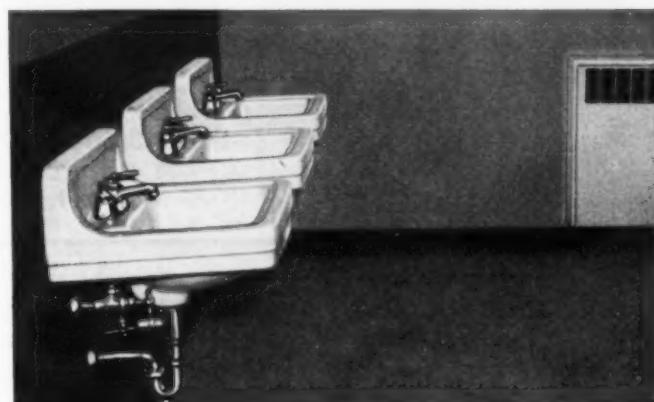
VOCATIONAL COURSES OFFERED

At Mendota, Ill., a home building project was carried out in September, 1949, with students from the industrial arts and diversified occupations classes engaged in erecting a five-room ranch type house. Upon completion, the house will be sold at public auction. The high school board has purchased three more lots for use in connection with similar building projects. The second home, to be started this fall, will be erected by students, working under the supervision of school instructors, and with the help of local artisans and tradesmen for the installation of the more technical trades.

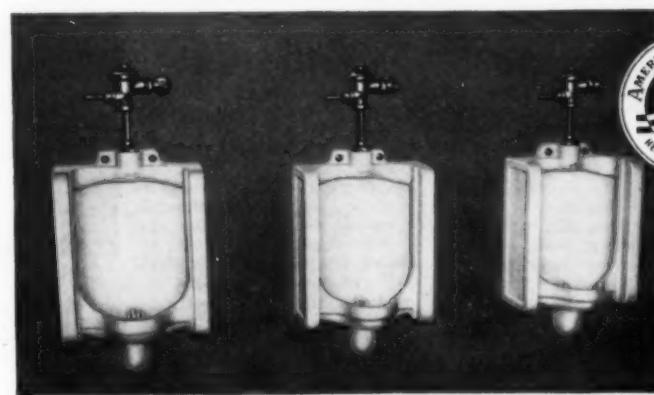
The high school is offering a diversified occupations course for the fourth year this fall. During the past two years, these diversified occupations courses have become so popular that the enrollment had to be screened to retain only the serious students who desired to learn a vocation. Local tradesmen, industrial firms, and businessmen have been co-operative in offering on-the-job training to student employees. It has been found an effective means of providing worth-while vocational training for students who do not plan to go on to college.



Architects: Atchison & Kloverstrom, Denver, Colorado
 Mechanical Engineers: Marshall & Johnson, Denver, Colorado
 General Contractor: Johns Engineering Company, Denver, Colorado
 Plumbing Contractor: Dependable Plumbing & Heating Company, Denver, Colorado



These LUCERNE Lavatories of genuine vitreous china are easy to keep clean, hard to mar. They feature splash backs and deep, square bowls for protection of wall and surrounding area. The American-Standard CONVECTOR with ENCLOSURE keeps room comfortably heated, makes a neat installation.



These genuine vitreous china WASHAL Urinals are permanently non-absorbent, will not lose their lustre, will not craze. They're wall-mounted for maximum sanitation, making surrounding floor area easier to clean.

This STANDARD GAS BOILER supplies abundant, automatic heat through the entire area of the Dunn School. The carefully machined cast iron sections of the boiler are gas-tight. Heating surfaces, burners, controls and other essential features are coordinated to assure maximum output with minimum operating and maintenance cost. The jacket is heavily insulated to prevent excessive heat loss.

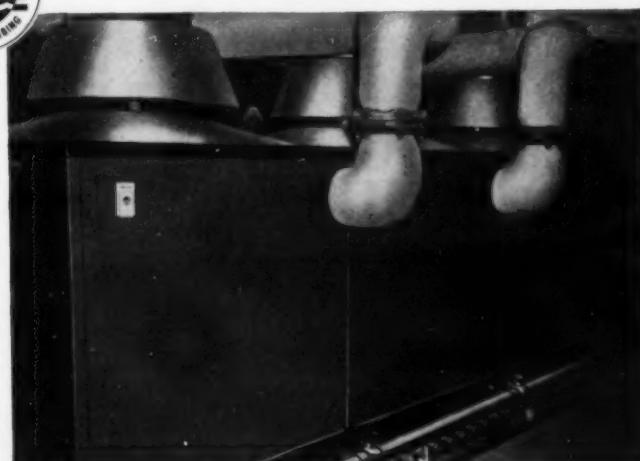
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WHEN the Dunn Elementary School of Fort Collins, Colorado, was built, careful attention was given to facilities for guarding the health and comfort of students and teachers. Large areas of glass were used, to afford better lighting. And both American-Standard Heating Equipment and Plumbing Fixtures were installed to assure utmost heating comfort and convenient, sanitary plumbing.

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If you are equipping a new school, or re-equipping an old one, ask your Heating and Plumbing Contractor about the American-Standard line of heating and plumbing products. No line is more complete. **American Radiator & Standard Sanitary Corporation**, P. O. Box 1226, Pittsburgh 30, Pennsylvania.

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GRIGGS' DURABLE SCHOOL EQUIPMENT



Griggs Auditorium Seating, above, has the self-rising seat, Du Pont "Fabrilite" covering. Griggs offers double, single and black-out window shades. At right, the practical school seat, Griggs' No. 200 Chair Desk.

For further information on items above or additional school equipment, please contact:

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Manufacturers and Suppliers of
SCHOOL SEATING

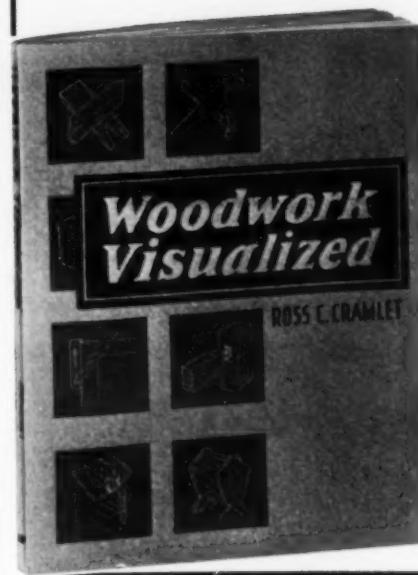
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A RARE GIFT TO A RURAL COMMUNITY

(Concluded from page 36)

in establishing Musselman High School the Foundation has added a third community improvement which will nurture education and culture for years to come. No greater contribution could have been given to the rural boys and girls who are now enrolled in the school and enjoying the benefits of a modern building in which an educational program of unusual value has been organized.

With this in mind, it is with reverent gratitude that we pay tribute to the memory of C. H. Musselman, a man of vision.

PERSONAL NEWS

► JAMES R. FRAZIER, of Okmulgee, Okla., has been elected president of the Oklahoma Association of School Administrators for the year 1950-51.
► Supt. GLENN O. DEATLEY, of Wood River, Ill., has been re-elected for the next school year, with a substantial increase in salary. Supt. DeAtley has completed 28 years of service as an administrator in the school system.
► RAYMOND C. BURDICK, of Potsdam, N. Y., has been elected superintendent of schools at Stoneham, Mass., to succeed Charles E. Varney, who retired August 31.
► The salary of Supt. W. C. McGINNIS, of Perth Amboy, N. J., has been increased to \$11,000 as of July 1, 1950.
► A. BRUCE DENNISTON, formerly superintendent of

schools in Greenville, Pa., for the past 12 years, has been elected to a similar position in Altoona.

► Supt. CLAUDE V. COURTER, of Cincinnati, Ohio, has been re-elected for a five-year term, beginning August, 1950.

► ROBERT R. ANDERSON, supervising principal of schools at Brackenridge, Pa., has been re-elected with an increase of \$200 in salary.

► ROBERT C. JENNINGS has been elected superintendent of Dist. No. 83, at Melrose Park, Ill., to succeed Joseph E. Clettenberg, who has gone to the DeKalb Teachers College.

► A. J. HARGROVE, of Fort Meade, Fla., has accepted the position of supervising principal of the Madison, Fla., schools.

► Supt. N. DURWARD CORY, of Rochester, Minn., has been re-elected for the next year, with a salary of \$11,000.

► WILLIAM F. REDDING, assistant superintendent of schools at Providence, R. I., since 1936, died June 26.

► Supt. WILLIAM L. BOURGEOIS, of Southbridge, Mass., has resigned.

► Supt. CHARLES A. RUSH, of the Hardwick-Barre-Petersham, Mass., union, retired on July 1.

► Supt. K. D. WALDO, of East Aurora, Ill., has retired after a service of 36 years in educational work, 14 years as high school principal, and 22 years as superintendent. Dr. JOHN W. GATES, formerly principal of the East High School, succeeds Mr. Waldo as superintendent.

► E. D. CLEVELAND, of Gladewater, Tex., has accepted the superintendency at Palestine, Tex.

► WALTER L. HAWKINS, of Freeport, N. Y., has been elected president of the New York State Association of School Business Officials.

► CHARLES B. PARK, superintendent of schools at Bay City, Mich., has been named winner of the "Page One Award" of the Bay City Newspaper Guild for outstanding leadership in local school and civic affairs.

► O. H. ENGLISH, of Uniontown, Pa., has accepted the position of superintendent of schools of Abington township, a suburb of Philadelphia. The Abington school district is a wealthy suburb comprising nine elementary schools, two junior high schools, and a senior high school, and is staffed by 200 teachers. It has recently erected a fine new elementary school. Dr. English, a graduate of Mansfield College and the University of Pittsburgh, holds a B.S. degree in education, awarded in 1929, a master of arts degree given in 1932, and a doctor of education degree in 1942.

► Supt. GROVER BRATCHER, of Maysville, Okla., has been re-elected for his fifth year.

► HARVEY H. CORNELL, formerly principal of the Door-Kewaunee Normal School of Wisconsin, has been elected superintendent of schools at Algoma.

► PAUL J. KEITH, of Maysville, Mo., has accepted the superintendency at Platte City. Since July, 1947, he has been educational director for a private vocational school in Kansas City.

► DR. H. S. VINCENT has assumed the office of Superintendent of Schools at Milwaukee, made vacant last winter by the death of Supt. L. P. Goodrich.

► Supt. CARL C. BYERS, of Parma city schools, Cleveland, Ohio, has been re-elected for a new five-year term, beginning July 1. Mr. Byers who has completed his eighth year in the position, has been given a \$500 raise for the next year over his present salary of \$8,750 per year. Mr. Byers is widely known as a humorist, lecturer, author, and newspaper columnist and has frequently appeared as a lecturer and forum speaker before local civic clubs and organizations.

► ARCH THOMPSON, formerly principal of the high school at McAlester, Okla., has been elected superintendent of schools, to succeed D. D. Kirkland, who has resigned.

► ROY WISE, of New London, Iowa, has accepted the superintendency at Mediapolis, Iowa.

► GILBERT S. WILLEY, of Lincoln, Neb., has been elected superintendent of schools at Winnetka, Ill.

► ROLAND REICH, of Donnybrook, N. Dak., has been elected superintendent at Wilton.

► HAROLD G. FEARN, of Elgin, Ill., has accepted the superintendency of the Charleston Community Unit Schools at Charleston.

► FREDERICK E. BREIT has been elected principal of the new Nathan Eckstein Junior High School in Northeast Seattle, Wash.

► Supt. J. E. MURPHY, of Hurley, Wis., has been re-elected for a three-year term, at an annual salary of \$6,500.

► Supt. H. B. TURNER, of Warren, Ohio, has announced his retirement, to take effect August 31, 1951.



Carl C. Byers

TRADE AND INDUSTRIAL EDUCATION FOR TEN MISSOURI HIGH SCHOOLS

(Concluded from page 30)

of the schools co-operating is over 13 miles from Bonne Terre as the crow flies.

The 10 schools operating the vocational school have a total enrollment of 1750 pupils. These schools are: Desloge, Doe Run, Elvive, Esther, Farmington, Flat River, Frankclay, Irondale, Leadwood, and Bonne Terre.

The products of the trade school are not all educational. The building-trades class built a four-room house in 1948-49 and has just completed a six-room project this year. The school has agreed to build a parsonage for the Flat River Methodist Church next year. Hardly a school in the county is without playground equipment made by the welding class. Swings, teeter boards, climbing gyms, and bicycle racks are some of the more numerous products. The electrical class has wired churches, schools, and public buildings, in addition to maintaining motors and small electrically operated equipment for the co-operating schools. The auto-mechanics class keeps the school buses in repair, as well as reconditions automobiles and trucks belonging to students and their parents. Using castings locally produced, the machine shop has turned out drill presses, sanding disks, drill press vises, jig saws, and the like.

The philosophy of training at the school is to have the student whenever possible, make articles which have a commercial value rather than to work at artificial situations arranged by the instructor and not likely to be found in real life. "We learn by doing" might well be the motto of the Lead Belt Vocational School.

STEPS IN PLANNING AN ELEMENTARY SCHOOL BUILDING

(Concluded from page 41)

Acoustical Tile — perforated fiber board, prefinished where noted

Plaster — where noted on finish schedule

Hung Ceilings — auditorium, portions of corridors, toilets

Electric Lighting — direct-indirect, generally fluorescent in offices and classrooms; elsewhere, incandescent. Primary service underground from Grace St. to transformed vault

Heating — two-pipe vacuum system, two cast-iron boilers, burners for No. 5 oil, 10,000 gallon fuel tank. Concealed radiation in finished spaces, exposed in service areas.

Ventilating — exhaust from classrooms through corridors with fans located at intervals under the monitor. Exhaust from toilets. Supply and exhaust in auditorium, gymnasium. Exhaust from kitchen and exhaust in kindergarten coatrooms.

Plumbing — complete system of plumbing and drainage, using circulating indirect heater and storage tank. Drainage will be connected to Grace St. sewer. Water service will be connected to Grace or Crystal Streets. Lavatories and water closets are vitreous china.

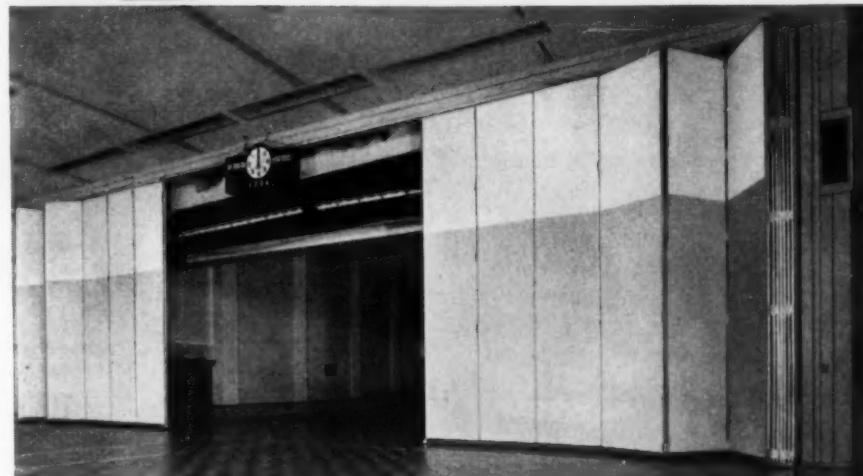
► CLARK ATKINS, of Anchorage, Ky., has accepted the superintendency at Paoli, Ind.

► BENJAMIN C. WILLIS, of Yonkers, N. Y., has been elected superintendent of schools at Buffalo, for the school year beginning in September.



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Richards-Wilcox Classroom Wardrobes are outstandingly popular because they are designed to give maximum space for pupils' wraps without overcrowding—because simplicity of design and installation in wall recess means low cost. Wardrobes are available in Single or Multiple Action-Master Control Door units with or without bookcases, supply closets, teachers' closets, slate or cork boards, locks, etc. Doors are available in flush wood, hollow metal, or pan type steel doors with wood

or steel jambs. Each unit is equipped with continuous coat hook racks provided with double prong hooks and hat shelf. Each door opening accommodates eight to ten pupils.

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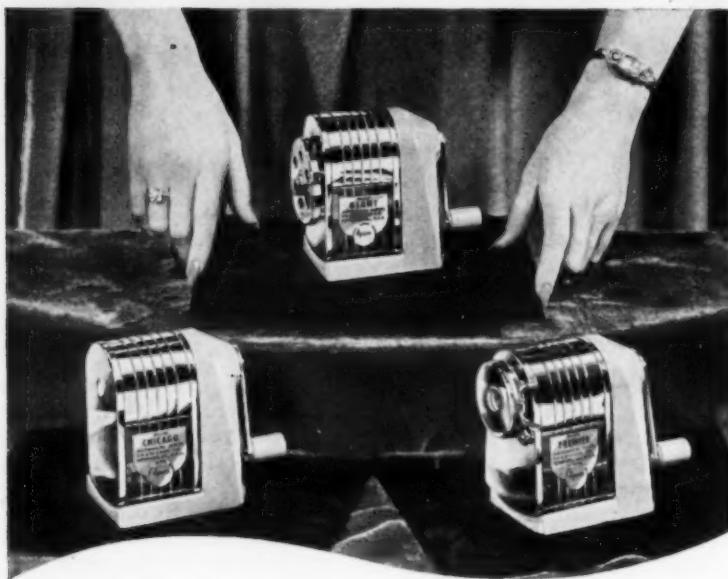
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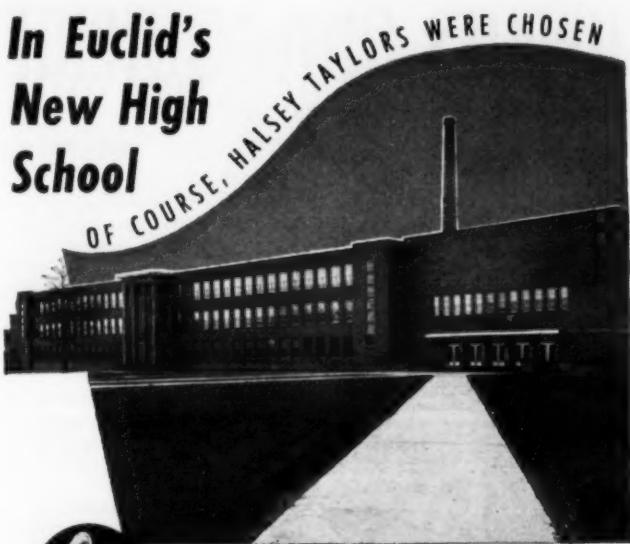
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New High
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In Euclid, Ohio, there is, as described by the architects and school board, a "High School that has everything!" Yes, nothing has been left out of the plans for the pupils' comfort, convenience and welfare—and it goes without saying Halsey Taylor Drinking Fountains were included.

The Halsey W. Taylor Co., Warren, O.

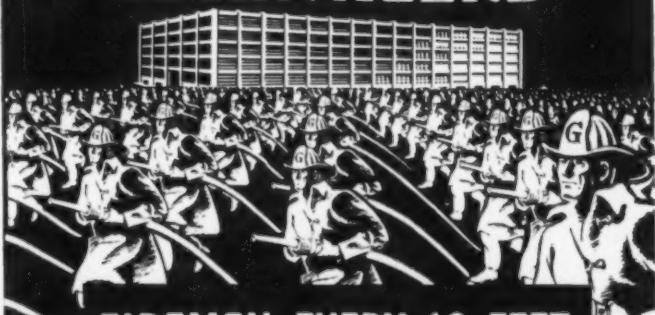
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AS-6



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the move about

NO. 550

Here's the new desk that is designed for modern group study methods. It can easily be moved wherever needed in the room... or can be turned in any direction. The new Arlington No. 550 Move About has many design features that make it a better seating unit for school use. The lift-lid of the book box can be set in level or inclined position to accommodate different types of work. Adjustment for height may be made over a 4" range for the seat... and a 5" range for the desk. The seat swivels 45° to left or right from center for easy entrance and departure. These and many other features make this quality-built Arlington unit a favorite among modern schools everywhere. Smooth flowing modern design is free of projections or sharp corners. It's engineered for constant hard use with minimum maintenance. Available in range of sizes. For complete information on Arlington equipment for school seating... write for Bulletin 200.

Arlington

SEATING CO.



ARLINGTON HEIGHTS, ILLINOIS

Get extra

locker security
New DUDLEY



MASTER-KEYED

P-570

This is the sturdiest, most dependable padlock you've ever seen! Easy-working, 3-tumbler mechanism in rugged, satin-finish, cast aluminum case. Combination dial has 40 divisions . . . 64,000 possible combinations.



MASTER-CHARTED

Stainless steel

RD-2

Dudley Locks are guaranteed for two years. Write for free Catalog Foldre that also shows built-in, master-keyed S-540.

DUDLEY LOCK CORPORATION

570 West Monroe St., Dept. 812, Chicago 6, Ill.

All-weather playgrounds now possible for every school at less than \$1.00 per square yard. . . . Improve the health and phy. ed. program with an outdoor gymnasium of smooth, dry, resilient NATURAL ROCK ASPHALT. Your surfacing costs can be cut in half. CONSULTING SERVICE. Program planning, with the aid of school employees. Efficient space utilization for health and physical education activities.

O. R. BARKDOLL, EDUCATIONAL CONSULTANT
Downers Grove Illinois

**INDUSTRIAL ARTS and
VOCATIONAL EDUCATION**

An authoritative source of information and guidance in organizing, planning, equipping and operating school shops for administrators, supervisors, directors and shop instructors.

PROFESSIONAL EDITORIAL MATERIAL covering every phase of industrial education . . . PROBLEMS AND PROJECTS offer practical aids for carrying on the daily shop instruction program.

TEN ISSUES — including 4 feature issues (1) March — School Shop Annual, (2) May — Requisition Number (3) October — Problems and Projects, (4) December — A.V.A. Convention Number.....FOR \$3.00

**THE BRUCE PUBLISHING COMPANY,
PUBLISHERS**

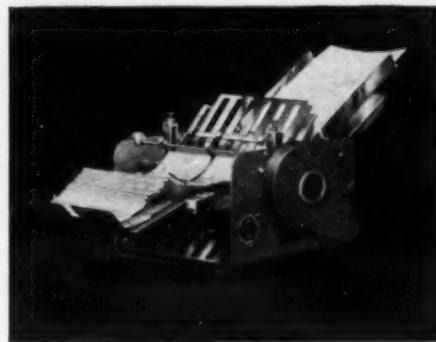
850 Bruce Bldg. Milwaukee 1, Wisconsin

NEW SUPPLIES AND EQUIPMENT



NEW DICK PAPER FOLDER

The A. B. Dick Company, manufacturers of machines and supplies and office equipment, has announced a new folder for office use, the Dick Folder Model 55, an electrically driven, automatic-feed machine, capable of folding thousands



New Desk Top Dick Folder.

of copies per hour of various weights and sizes of papers in different types of folds. The folder is being manufactured in the Dick plant and is being distributed through Dick mimeograph dealers.

For complete information write to the A. B. Dick Co., 5700 West Touhy Ave., Chicago 31, Ill.

For brief reference use ASBJ—0801.

automatic verifications; a dual-feed carriage for preparing closely related documents; a light-weight electric time stamp; an electric forms writer with operating controls; an electric typewriter with decimal tabulation to facilitate typing of columns of figures; and two new type faces for the executive model of the IBM electric typewriter. The electric typewriter, with decimal tabulator speeds statistical typing by adding ten touch tabular keys to the keyboard above the numeral row. By selecting the proper key the typist can move the carriage automatically to the exact digit in each column for typing any amount.

Complete information is available by writing to the International Business Machines Corporation, 55 Liberty St., New York, N. Y.

For brief reference use ASBJ—0803.

**ANNOUNCE IMPROVED DESIGN FOR
AUDITORIUM SEATING**

The Griggs Equipment Company, Belton, Tex., has incorporated two new features in its school auditorium seating which will be used in all auditorium chairs manufactured in the Belton plant.



New Griggs Opera Chair.

ANNOUNCE NEW COLORED CHALK

The American Crayon Company has announced a new colored chalk called Hyga-Color for use in visual aid teaching. The new chalk has been developed as a result of long research and study. It not only erases easily, but it is a dustless colored chalk, and comes in large sticks, 3 1/4 by 7/16 inches in size, for quick, graphic work. Hyga-Color comes in colors carefully selected for blackboard use. These colored sticks are soft, but strong enough for distinctive color marking, and suitable for composition as well as slate blackboards. The Hyga-Color is an added incentive for teachers to use the chalkboard for class presentation.

For further information write to The American Crayon Co., Sandusky, Ohio.

For brief reference use ASBJ—0802.

**I.B.M. CORPORATION ANNOUNCES
NEW PRODUCTS**

The International Business Machines Corporation has announced several new products along with improvements on existing machines in its electric accounting machine, electric time recording, and electric typewriter divisions.

The new products include a card verifier with



New IBM Electric Typewriter.

In the new designs the backs of chairs have been extended further than the low backs originally introduced in the chair which came out in the fall of 1949. The second change is the streamlining of the tops of the chairbacks so that they follow a more rounded pattern. The low-sweeping backs protect the Du Pont "Fabrilite" plastic upholstery of the seat from scuffing or kicking by students sitting behind the seat. All Griggs chairs are provided with the popular, self-rising seat, which remains 3/4 up when unoccupied.

Complete information may be obtained by writing to the Griggs Equipment Co., 1901 McKinley Ave., Dallas, Tex.

For brief reference use ASBJ—0804.

**ANNOUNCE "COOLITE" HEAT-
ABSORBING GLASS**

The Mississippi Glass Company has issued a 12-page booklet describing and illustrating its new "Coolite" heat-absorbing glass for window surfaces.

(Concluded on page 70)

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**QUICKLY FOLDS
OR UNFOLDS**



for changing
ROOM USES

Mitchell
FOLD-O-LEG
tables

MORE seating capacity**MORE leg comfort****MORE exclusive features****MORE strength and rigidity****MORE for your money**

Churches, schools,
hotels, institutions,
fraternal buildings.
Convert any room
into a banquet or
group activity room.
Clear it in minutes.

•

Send for folder with complete specifications.
MITCHELL MANUFACTURING COMPANY
2738 S. 34th St., Milwaukee 7, Wis.

THE STRONGEST, HANDIEST FOLDING TABLE MADE!

**ATTENTION! DO YOU REALIZE
SEPTEMBER-SCHOOLS
ARE JUST ABOUT 30 DAYS AWAY?
WHY NOT ORDER THOSE RUGGED
COMFORTABLE "STANDARD"
FOLDING CHAIRS NOW—
THAT YOU WILL NEED FOR
THE 50-51 SCHOOL YEAR?**

**SCHOOLS REPORT
"STANDARD" CHAIRS
COST THEM LESS
THAN 10c PER CHAIR
PER YEAR TO OWN**

**THE STANDARD MANUFACTURING CO.
CAMBRIDGE CITY, INDIANA**



**MEET THIS NEW
VERSATILE
MEMBER
OF A FAMOUS
FAMILY**




**DURABLE TUBULAR
DESKS AND CHAIRS**
provide multiple study
groups in one room!

Norcor's tubular steel desk and chair set has many unique structural advantages. Straight, rather than tapered legs, provide larger floor contact and better glide. Desk frame, which features a continuous leg stretcher, is welded into one integral unit for stronger, permanent rigidity. Chair frame is also unit welded and features an angle steel seat brace, book storage type leg stretchers. Polished glides on both units are removable only by use of a tool. Desk in standard heights of 30, 29, 26 and 23 inches. Chairs in seat heights of 13, 15, 17 and 18 inches. Optional sizes available. Choice of solid hardwood or curved plywood in Natural or School Brown finish with Brown, Taupe or Beige frames.

Write for catalog of
complete seating line.



The NORCOR Line

SCHOOL FURNITURE • FOLDING CHAIRS • TABLES • CARD TABLE SETS

NORCOR MANUFACTURING CO., INC. • GREEN BAY, WISCONSIN

New Supplies and Equipment

(Concluded from page 68)

The new glass is of a cool, blue color with a slightly greenish cast. Composed of special ingredients that insure the desirable properties of heat absorption and the ability to soften light, it is effective for reducing solar heat radiation and for controlling and distributing light. Coolite comes in two types, fire-finished and glare reducing finish, and is made in a variety of patterns and thicknesses. The booklet includes specification data and general information on Coolite and Coolite glare reducing glass.

Complete information may be obtained by writing to the *Mississippi Glass Co., St. Louis 7, Mo.*

For brief reference use ASBJ-0805.

ANNOUNCE NEW OUTDOOR DRINKING FOUNTAIN

The Murdock Mfg. & Supply Company has announced its new "Ejecto-San" outdoor drinking fountain, which is designed to prevent contamination of drinking water through cross connections or back siphonage.

The "Ejecto-San" drinking fountain is suitable for parks, school playgrounds, and other outdoor use. There are no cross connections between portable water supply and outside contaminated source. Surplus water remaining in the supply pipe after fountain operation is not drained to either ground or sewer so that the fountain is "pollution proof."

The new drinking fountain is of all metal construction, built to resist public abuse to the utmost, and to render many years of service at a minimum of maintenance expense.

Complete information is available by writing to the *Murdock Mfg. & Supply Corp., 426-430 Plum St., Cincinnati 2, Ohio.*

For brief reference use ASBJ-0806.

NEW WOOD-FACED, FIREPROOF DOOR

A colorful, informative, four-page brochure, describing a new wood-faced, fireproof door has been announced by the Kaylo Division of the Owens-Illinois Glass Company.

The Kaylo fireproof door has a fire rating for Class B and C openings by the Underwriters' Laboratories. Its unique feature is its inorganic Kaylo core which does not burn, is rot and verminproof, and affords exceptional dimensional stability even in extremes of climate. The door offers the beauty of wood, combined with fire protection formerly found only in metal firedoors.

The brochure points out that Kaylo Firedoors present a combination of advantages for schools and educational institutions.

Complete information is available from the *Kaylo Division of the Owens-Illinois Glass Co., Toledo 1, Ohio.*

For brief reference use ASBJ-0807.

NEW 5000 SERIES OF DESKS AND TABLES

The Berger Manufacturing Division of the Republic Steel Corporation has announced the No. 5000 series of desks and tables, featuring a number of new advantages.

Among the new features are side drawers which can be opened all the way without disturbing the center drawer, a sighthaving top made of green linoleum treated to withstand ink, carbon, and ditto stains, and stainless steel handles, feet, and trim for lasting beauty and ease of maintenance. There is a choice in drawer size and arrangement, a selection of heights to suit any



Steel Office Desk, Series 5000,
Berger Mfg. Company.

individual, and a simple leg adjustment permitting the height to be changed. The No. 5060 desk is now available.

Complete information can be obtained by writing to the *Republic Steel Corporation, 3100 East 45th St., Cleveland 27, Ohio.*

For brief reference use ASBJ-0808.

NEW DUPLICATOR WORKBOOKS AVAILABLE

Ditto, Inc., has announced the addition to their line of 49 workbooks printed through carbon paper for reproduction on direct process duplicating machines.

These new books cover word study, phonics, language, arithmetic, science, nature study, health and safety, geography, and art. The books which are printed through direct process carbon, will reproduce up to 200 copies from one original on any direct-process duplicator. The carbon has been removed and the pages bound to increase cleanliness and to prolong the life of the book. Each page is slipsheeted to prevent offsetting and the masters will last indefinitely and can be used indefinitely.

A copy of the Ditto workbook catalog will be sent to anyone who will write to *Ditto, Inc., at 2243 West Harrison St., Chicago 12, Ill.*

For brief reference use ASBJ-0809.

NEW PORTABLE POWER SPEAKER

The latest addition to the Ampro line of precision Ciné products is a portable power speaker, which triples the capacity of present Ampro 16mm. "Stylist" and "Compact" projectors. By plugging this low-priced power speaker into either



New Ampro Loud Speaker.

projector, the number of viewers can be increased from 300 to as high as 1000. The speaker offers all the advantages of lightweight portability, plus increased utility for large and small audiences.

The speaker has an aluminum grille guard for protection of the high fidelity 12-in. Ampro magnet speaker and diaphragm. The contour-shaped handle is spring-loaded to prevent vibration; the

amplifier is protected by rubber pads, and an indicator light is provided at the front for the convenience of the operator. For use in large auditoriums, where additional sound coverage is required, an output receptacle is provided for connecting the second speaker. The speaker weighs only 24 pounds and is approved by the Fire Underwriters' Laboratory.

Complete information can be obtained by writing to *Ampro Corporation, 2835 N. Western Ave., Chicago 18, Ill.*

For brief reference use ASBJ-0810.

RALPH L. GOETZENBERGER ELECTED

During the coming two years the Citizens' Federal Committee on Education will be headed as chairman by Ralph L. Goetzenberger, Minneapolis. The committee comprises 33 members representing industrial, agricultural, professional, religious, and other citizens' groups. It meets every six months for a free discussion of problems confronting education in the United States. Recently it has been active in focusing attention on the critical lack of adequate school buildings and the shortage of teachers. The committee is co-operating with the professional educational organizations in Washington and with the Advertising Council of America. Mr. Goetzenberger is vice-president of the Minneapolis-Honeywell Regulator Company.

HOLD INSTITUTE ON CLASSROOM PLANNING

A conference on school building planning was held at Montana University July 10 and 11, with Darel Boyd Harmon, specialist in classroom planning and lighting, in charge. A number of architects, oculists, optometrists, administrators, and school board members participated in the discussions. The program was devoted to discussions on developmental hazards in schools, vision and learning, problems of classroom lighting, schoolroom decoration, and similar topics.

HOLD SCHOOL ADMINISTRATORS' CONFERENCE

A four-day conference was held for school administrators of Washington at Mount Rainier National Park, June 19-23. The conference, which was attended by 400 school administrators of the state, took up policies and practices of administrators, the financing of education, and policies and procedures in the placement of teachers.

HOLD SCHOOL CUSTODIANS' CONFERENCE AT PURDUE

The fourteenth Annual School Custodians' Conference, under the direction of George H. Bush, chairman, was held June 19 to 20, at Purdue University, Lafayette, Ind. A total of 130 school custodians were registered from 50 cities in Indiana, as well as St. Louis County, Mo., and Huntington, W. Va.

Mr. Bush announces that it is planned to continue the annual conference.

COMING CONVENTIONS

Aug. 21-25. American Federation of Teachers at Detroit, Mich. Headquarters: Detroit Leland Hotel. Secretary: I. R. Kuenzli, 28 E. Jackson Blvd., Chicago, Ill. No exhibits. Attendance: 500.

Aug. 27. National Conference of Professors of Educational Administration at Atlantic City, N. J. Headquarters: undetermined. Secretary: Dan Davies, Columbia University. No exhibits. Attendance: 100.

Sept. 25-26. Idaho Education Association (Pocatello District) at Pocatello, Idaho. Headquarters: undetermined. Chairman: C. O. Simpson, Supt. of Schools, Malad, Idaho. No exhibits. Attendance: 825.

Sept. 25-28. Association of School Business Officials at Chicago, Ill. Headquarters: Hotel Sherman. Secretary: H. W. Anderson, 306 E. Lovell St., Kalamazoo, Mich. Exhibits in charge of Mr. Anderson. Attendance: 900.